

Early Years Foundation Stage (EYFS) policy

Walbottle Village Primary School



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Walbottle Village curriculum intent

“Through our curriculum, Walbottle aims to develop effective communicators and confident learners who are resilient and recognise they are unique. Our progressive and purposeful programme of study gives opportunity for children to be independent, creative, critical thinkers as they develop knowledge and transferable skills. We will support our children to form positive relationships and to be respectful, kind and compassionate.”

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At Walbottle Village Primary school we offer both part time and full time Nursery places. We offer Rising 3 places where children can join the term after their 3rd birthday. We therefore have new intakes of Nursery children in the autumn, spring and summer term.

All Nursery children must attend morning sessions 8.45am-11.45am. From September 2020 we extended our 30 free hour provision, and we now offer 30 free hours to all of our Nursery children. Parents can decide which afternoons they would like their child to attend, from one afternoon to the full week. Full Nursery Day hours are 8.45am-3.05pm.

Children can join our Reception class the September following their 4th birthday.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

As a Primary Writing Project school, we offer a curriculum that is rich in language with reading and core texts at the heart of it, that support children's vocabulary development.

Nursery and Reception follow our curriculum overview of half termly themes based on our core books. These overviews include suggested key vocabulary, skills, knowledge and experiences to ensure progression and challenge. Overviews are flexible and will take account of children's development, interests and contexts of each cohort.

We have an inclusive curriculum. Every child can access our curriculum with varying degrees of adult support. We aim to scaffold up rather than giving children a watered-down curriculum.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

When planning and guiding children's activities we reflect on the different ways that children learn using the following Characteristics of Effective Teaching and Learning;

- **Playing and Exploring** - children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We use the Primary Writing Project to guide our literacy work. As a school we use the Read Write Inc phonics scheme. In Nursery we focus on pre-reading skills such as sound awareness, alliteration, rhythm and rhyme. Once in Reception the children start their daily Read Write Inc sessions.

In Nursery we promote speech and language skills using "talking time" sessions with the children each week. The children take part in 2 group sessions a week based around a story. These sessions help develop the crucial communication and language skills needed for future learning.

At Walbottle Village primary school we understand the importance of children having plentiful opportunities to move. In Nursery the children participate in daily "dough disco" and "squiggle while you wiggle" sessions. In Reception this is built on with daily "squiggle me into a writer" sessions. The children also have access to our outdoor area for long periods of time each day to develop their gross motor skills.

5. Assessment

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed.

One of the most powerful forms of assessment takes place in the here and now. This is when we notice something important about a child's learning and respond to help them build on their learning. Most assessment is formative, so that it quickly helps us to make a difference to children's learning. Assessment serves the children's learning and curriculum.

However, we also need to have an overview of children's progress so that we can take further action where needed.

We assess the children on entry and at the end of each school term. In Reception the children also carry out the statutory Reception baseline within the first 6 weeks of starting school. We assess if each child is on track or not on track for each area of learning. Those children who are on track will be accessing our curriculum and provision and making good progress. Where children move on quickly our emphasis is on deepening their learning rather than introducing new skills and concepts.

Those children who are not on track are those who are needing additional support to access the curriculum and provision. These children will be added to our intervention plan and supported accordingly.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- An information evening for parents in June where they receive the Nursery/ Reception Information booklet and the School Prospectus which highlights school start and finish times, uniform, and informs the parents of the school's vision and aims
- Asking parents to complete an admissions form and a medical form
- Asking parents to sign permission slips for visits out of school and photographs of their child for assessment purposes
- Encouraging parents to talk to their child's teacher if there are concerns
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, e.g. Early Reading, Maths, and Phonics
- Talking to parents about their child before their child starts in our school, usually through Home Visits

- Ensuring children have the opportunity to spend time with their teacher before starting school during transition sessions
- There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year
- Organising a range of activities throughout the year that encourage collaboration between child, school, and parents/carers: Open afternoons, class assemblies, sports day etc;
- Using "Tapestry", our online learning journals, to share learning both at school and at home
- Written contact through reading diaries as well as the acknowledgement that parents can ring school to contact staff
- The children have the opportunity to spend time in their new setting before starting school during 'stay and play' sessions held throughout the year and transfer mornings
- Offering parents/carers regular opportunities to talk about their child's progress in our Early Years Unit.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teachers act as 'Key Person' to all children in EYFS, supported by the other practitioners.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - We have at least 1 member of staff for every 13 children
- For Reception class
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by planning activities throughout the year which address things such as:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of exercise

Doing this throughout the year allows children to revisit and enhance this knowledge. The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed by the Early Years leads every year and approved by the Head Teacher and Local Advisory Board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy