



'Where Pupils Succeed'

EYFS Policy

Document Control

	Date	By whom?	Summary of any changes made	Date implemented	Date ratified
Established	February 2024	EMiller/KSpencer Lovesey	Version 1	March 2024	

Contents

1. Aims.....	2
2. Legislation	2
3. Structure of the EYFS	3
4. Curriculum.....	3
5. Assessment	5
6. Transition	5
6. Working with parents	6
7. Safeguarding and welfare procedures.....	7
8. Monitoring arrangements.....	7

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

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023 and the four guiding principles that shape the practise in Early Years settings. These include:

- Unique Child- We recognise that every child is unique, continually learning, resilient and capable, confident and self-assured.
- Positive Relationships- We know that child learn to be strong, secure and independent through positive relationships.
- Enabling Environments- Children learn and develop well in environments that are created and adapted to meet individual needs and there is a strong partnership between teachers, parents and carers.
- Learning and Development- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with SEND.

Structure of the EYFS

Currently, Willington Primary has one class of reception aged children who all start school from September each year.

Curriculum

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

There are seven areas of learning and development within the Early Years Foundation Stage Framework. The three **prime areas** are particularly important as they form a basis for success and achievement within the additional **specific areas** and enable children to thrive, as they move forward in their future development and learning.

The prime areas are:

- **Personal, Social and Emotional Development** – including Self-Regulation, Managing Self and Building Relationships.
- **Communication and Language**- including Listening, Attention and Understanding and Speaking.
- **Physical Development**- including Gross Motor Skills and Fine Motor Skills.

The specific areas are:

- **Literacy**- including Comprehension, Word reading and Writing.
- **Mathematics**- including Number and Numerical Patterns.
- **Understanding the World**- including Past and Present, People, Culture and Communities, The Natural World.
- **Expressive Arts and Design**- including Creating with Materials, Being Imaginative and Expressive.

Across all of the seven areas of development, children are supported in developing **Characteristics of Effective Learning**.

The characteristics are:

- Playing and Exploring
- Active Learning
- Creating and Thinking

Planning

Planning aims to make children's learning exciting, effective, varied and progressive. It is structured to contain...

- Appropriate and relevant content that matches individual early childhood developmental needs,

- Purposeful, planned indoor and outdoor activities that provide opportunities for teaching and learning.
- Provision from a range of different starting points and interests, within which the children develop their learning,
- 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.

We use the non-statutory guidance from the Department for Education- ‘Development Matters’ (Revised September 2023), to support planning for key learning opportunities throughout the EYFS. At Willington Primary School, we plan through a topic-based approach which takes notice of children’s needs and interests.

Teaching

Our curriculum is implemented through a carefully considered combination of planned play-based provision, and a mixture of adult-led and child-initiated activities. Early Years practitioners respond to each child’s emerging needs and interests, guiding their development through warm, positive relationships. 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.

We value what each child can do, assess their individual needs and help each child to progress through continually adapting our interactions and teaching based on formative observations of achievements.

Continuous Provision

Our play-based provision and teaching aims to ensure:

- An environment that enables children to explore recent learning, practise new skills and follow their own interests and lines of enquiry.
- An environment that facilitates independence, fosters curiosity and active learning, enables choice and decision-making, and builds self-confidence.
- A clearly defined learning environment that covers all areas of early childhood development and is purposefully resourced and organised.
- Staff continually enhance continuous provision through considered observations and careful interventions.

Children have opportunities to explore the outdoor learning environment through free-flow access. Adult interventions and teaching occur both indoors and outdoors, continually throughout the day and children are able to interact with all members of staff.

Children are taught within continuous play provision, in small adult-led and directed groups and during a few short whole class sessions. For example, a daily taught phonics session and story time.

Assessment

At Willington Primary School, ongoing formative assessment is an integral part of the learning and development processes. Staff observe pupils and identify their level of achievement, interests and learning styles. These are used to shape future planning and make judgements of attainment and progress. Observations made by parents/carers are also used and encouraged. We gather these via the online documenting system, Tapestry; through our home to school Learning Journals and by informal conversations before and after school.

Within the first 6 weeks that a child **starts reception**, the EYFS class teacher will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. There are 17 Early Learning Goals under the seven areas of development and children are judged to be either:

- Meeting the **expected** level of development
- **Emerging**- Not yet meeting the expected level.

The profile reflects the views, discussions and observations of all staff that work with the children and parents/carers. The results of the profile are shared with parents and /or carers in an end of year report.

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.

Transition

We aim to provide a successful and smooth transition from pre-school and nursery settings into school.

Initially, staff leading the EYFS Reception class visit children in their pre-school setting. They spend time with the children in play, introducing themselves and share stories. They talk to pre-school staff to build up a picture of individual children- their strengths, needs and interests so that we can plan to successfully settle the children into the Reception class.

A small transitional object (a 'Happy Hedgehog') is given to the children with an invitation to visit the school with their parents/carers. They are able to look after their hedgehog over the summer, which they can bring into school when they visit and at the start of the school year. This provides the staff and children with a starting point for discussions and starts building the home to school links we value.

During the summer term, parents and children are invited to visit the school, classroom and teachers after school and later, during the school day, so that they can experience typical play in the classroom and lunches. Stay and Play sessions are spread over the last few weeks of the Summer

Term. We also hold evening information meetings for new parents so we can best support them in preparing their child for a good start to school life.

In order to prepare children for their transition into Year 1, we gradually introduce them to whole school assemblies and school groups. We have integrated playtimes with the children and staff from KS1 and 2. We ensure there is always a familiar member of staff available for our Early Year children to approach for support, should they need it, as they settle into school. Before starting in Year 1, the children will spend time with the Year 1 teacher in their classroom to find out about their new learning environment and what they can expect when they return in September. The EYFS and Year 1 teachers hold meetings to discuss children, share Early Learning Outcomes and plan for the first term in Year 1.

Working With Parents/Carers

We work hard to make sure our children feel safe, secure and confident, in the knowledge that our staff and parent/carers work together with mutual respect and trust. Children learn and develop well when there's a strong partnership between staff and parents/carers. We understand that children joining our school have already learnt a great deal and continue to learn from their parents/carers and families.

We strive to support parents in order to work collaboratively to ensure the best outcomes for their child. We do this in a number of ways:

- In the summer before the start of school, parents are invited to attend a meeting where information about school and the EYFS is shared. We also share this information on our website, parents have a separate email to contact school with any enquiries.
- In September, after the children have started school, we hold a further meeting where we share details of how the children are taught and how parents can provide support at home. We add this information to the class page on the school website.
- Weekly updates are shared on the class page on the school website.
- The EYFS has its own class email address so parents contact the class teacher directly and messages/ reminders are made using Parent Hub
- Parents have access to an online learning journey, Tapestry, which they are encouraged to use so that they can share observations and information that are useful for providing a full view of a child's development.
- Parents and carers are kept up to date with progress through termly reports and parent evening meetings.

We have an open-door policy at Willington Primary School, so parents are able to have Informal chats and share any important information at the start or end of the day.

Parents are kept informed about their child's progress during termly Parents Evenings and through termly reports. According to individual needs, additional parent meetings and communication may be necessary and established.

Safeguarding and Welfare Procedures

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.

Willington Primary School has a single reception class. We comply with infant class size legislation and have at least 1 teacher per 30 pupils, with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification.

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 talking to children about:

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

The rest of our safeguarding and welfare procedures are outlined in following school policies.

Health and Safety Policy: Administering Medicines	Administering medicines/first aid
Health and Safety Policy	Emergency Evacuation Procedures
Child Protection and Safeguarding Policy	Procedure for checking identity of visitors and other adults who are not staff members
Child Protection and Safeguarding Policy	Procedure for a parent failing to collect a child and for missing children
Intimate Care Policy	Procedure for changing and supporting children with toileting needs

Monitoring Arrangements

This policy will be shared with Governors and will be reviewed biannually by the EYFS class teacher and Senior Lead Teachers.

March 2024