# Early Years Foundation Stage (EYFS) Policy

Sir John Heron 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.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- A happy, safe, caring, stimulating learning environment is provided, which responds to children's needs and interests including those with additional needs.

## 2. Legislation

This policy is based on requirements set out in the 2023 Statutory framework for the Early Years Foundations stage (EYFS)

## 3. Structure of the EYFS

Our Two Year Old provision has 21 nursery officer and 1 nursery nurse.

The Nursery has 1 class teacher, 2 nursery nurses, and additional staff to work with children with special needs if they require additional support due to their special educational needs.

Reception has 1 class teacher and 1 nursery nurse per class, plus specifically appointed staff to support children with additional needs.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2023 statutory framework for the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

### 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. Practitioners 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.

### 4.3 Characteristics of Effective Learning

The Characteristics of Effective Learning (CoEL) are taught throughout our EYFS setting through our Characteristics of Effective Learning Dinosaurs that correspond to:

- Playing and exploring – engagement.
- Active Learning – motivation.
- Creating and thinking critically – thinking.

Teachers celebrate when the children have displayed being a particular CoEL Dinosaur and encourage them to think about that learning behaviour and what it looks like when they are displaying the characteristic.

### 4.4 RWI

At Sir John Heron, we follow the Read Write Inc (RWI) scheme for the teaching of phonics. It is a systematic approach to the teaching of phonics which begins in the nursery with introductions to some of the letter sounds and exploration of these through the setting. It is then built upon in Reception where children are grouped according to their phonic ability and the scheme is then taught 5 days a week.

## 5. Assessment

At Sir John Heron Primary School, ongoing assessment is an integral part of the learning and development processes. During the first term in Reception, the teachers assess the children's baseline abilities, and on entry into our Nursery, the baseline assessment is done within the first 10 days.

As well as the school's baseline assessment, the Reception children also participate in the statutory Reception Baseline Assessment (RBA), which is taken within the first six weeks after the child has started in our Reception.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers (Star moments). We record each child's level of development against the 17 Early Learning Goals (ELGs) using Bromcom to track children's progress termly.

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 then shared with parents and/or carers. The child's next teacher uses the information to make plans for the year ahead as part of transition from the EYFS curriculum into KS1.

## 6. Working with families

We recognise that children learn and develop well when there is a strong partnership between practitioners and families.

We build good relationships with our families from the start, through our thorough admission meetings on entry into our Two Year Old Provision or Nursery, and are dedicated to working well with families through effective family engagement strategies. We hold the early communication between families and the school in the highest regard; this is particularly prominent at the point of their child's entry into our setting, and continues as their child moves through the setting to ensure the school builds strong links with our families. We provide regular opportunities for families to come into the setting to engage with their child's learning, through our Family Friday and other workshops linked to our curriculum.

Families are kept up to date with their child's progress and development, and are given regular information on how best to support their child at home.

Each child has a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports families in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 7. Transition

Parents/Carers of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teacher and other key staff, and to learn more about the EYFS curriculum. This is an opportunity for staff to provide all key information before starting in the setting. Admission meetings on entry into the setting outline the school's expectation in a home school agreement.

Parents have the opportunity to come into the setting with their child in the Two Year Old Provision, Nursery and in Reception for a transition meeting as part of the Transition process.

## 8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection policy.

### 8.1 Paediatric first aid

We have three paediatric first aiders that hold an up-to-date (PFA) certificate. At least one person that holds a current paediatric first aid (PFA) certificate is on the premises at all times and is available when children are present, and accompany children on outings. During meal times, there is a paediatric first aider present in the room and food is appropriately prepared.

## 9. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every 2 years. At every review, the policy will be shared with the Governing Body.

## 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 Safeguarding and Child Protection policy. |
| Procedure for responding to illness | See Administering First Aid policy and the Supporting Children with Medical Conditions policy. |
| Administering medicines policy | See Administering First Aid policy and the Supporting Children with Medical Conditions policy. |
| Fire emergency plan/lockdown policy | See Fire Emergency Plan and the Lockdown policy. |
| Procedure for checking the identity of visitors | See Safeguarding and Child Protection policy. |
| Policy for responding to a missing child or a child who has run away from school | See the policy for “Responding to a Missing Child or Child who has run away from School” and the Children Missing in Education (CME) policy. |
| Complaints procedure | See Complaints policy. |