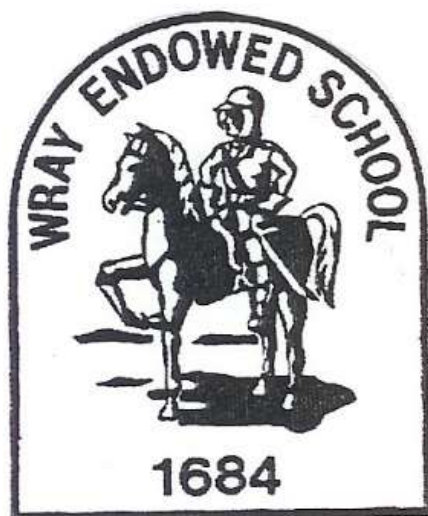


WRAY WITH BOTTON ENDOWED PRIMARY SCHOOL



EYFS POLICY

Date: January 2024

Review date: January 2026

(or to meet new legislation and practices)

A handwritten signature in black ink, appearing to read "A.J. Phillipps".

Signed by: _____

Headteacher

Position: _____

January 2024

Date: _____

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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

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/early-years-foundation-stage-eyfs-statutory-framework-2021.pdf)

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We believe that the Early Years Foundation Stage curriculum is important in its own right and for preparing children for later schooling. It reflects the fact that children change and develop more rapidly in the first five years than at any other stage of their life.

In order to ensure continuity and to enable each child to reach their full potential, we make a clear commitment to ensuring that the transition between Pre-School/Nursery and Reception is made smoothly, so laying secure foundations for future learning. The early years education we offer is based upon The Early Years Foundation Stage statutory framework leading to the Early Learning Goals, which establish targets for most children to reach by the end of the Early Years Foundation Stage.

All children begin school with a variety of learning experiences from home and other settings. In their early years, **how** children learn is as important as **what** children learn. Practitioners in the Early Years Foundation Stage have to take on the challenging task of building on that learning and experience.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. 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

We aim to provide a quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenge for all children. In the Early Years Foundation Stage we realise that the way in which children engage with other people and their environment, underpins the learning and development across all areas.

The characteristics of effective learning are:

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

The three areas support the children to sustain their motivation and effectiveness as learners.

4.1 Planning

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 three 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.

Our enabling environment and warm, skillful adult interactions support the children as they begin to link learning to their play and exploration. Our curriculum recognises the skill development for each child providing opportunities for the children to rehearse, consolidate, apply and extend their learning. Our approach is committed to a healthy balance of child-initiated learning and adult-led activities, where we encourage children to develop as confident and capable learners, who enjoy exploring their own ideas and theories, whilst practitioners observe, support, discuss, challenge, extend and scaffold learning.

Through carefully developmentally appropriate planned activities, enhanced provision and 'in the moment' learning led by children's interests every child may grow to their fullest potential as an individual. Play is the building block of a child's intellectual, social, emotional, physical and language skill development. Most of the Early Years school day is dedicated to child-initiated learning (play) where staff respond to, extend, scaffold and engage in quality talk to support the children's learning. We recognise the importance of providing a meaningful language-rich environment; we want our children to be able to express themselves and engage in conversations with their friends and adults. We share stories, poems and sing songs throughout the day, as well as using language to support vocabulary and thinking-skills.

Our teaching of reading and writing is based on a systematic synthetic phonics approach following the Twinkl Phonics scheme of work and using decodable reading books both in the classroom and to send home. Intertwined with this we use a 'Talk for Writing' approach, where children learn and internalise texts and then use these ideas to structure their own writing supported by the practitioners.

Mathematical ideas are explored through stories and games and focused around a child's contextual understanding and real-life experiences. Practitioners are interested in children's things, respect their ideas and value all children's contributions. Our enhanced provision supports maths learning and our adult focus sessions aim to deepen understanding and build the number sense of smaller numbers; children also have the opportunity to discuss and experiment with larger number so that they understand them in context. Our provision allows opportunity to explore and investigate and develop their understanding of shape, space and measure. In Reception we use ideas from the White Rose ([Our story](#) | [About us](#) | [White Rose Maths](#)) and NCETM ([Early Years](#) | [NCETM](#)) schemes to support our teaching and learning.

We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through continuous indoor and outdoor provision, alongside trips, visits and regular forest school sessions.

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.

The features of effective teaching and learning in the Early Years Foundation Stage are:

- the fostering of a close partnership between practitioners and parents, so that our children feel secure at school from the onset and develop a sense of well-being and achievement;
- the understanding that our practitioners have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Early Years Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all practitioners working within the Early Years Foundation Stage.

Playing and Exploring – Engagement

We believe well-planned play both indoors and outdoors, is a key way in which children learn with enjoyment and challenge during the Early Years Foundation Stage. Through play that is planned in a secure environment and with effective adult support, children can:

- explore, develop and represent learning experiences, which help them make sense of the world;
- practise and build up ideas, concepts and skills;
- learn how to control themselves and understand the need for rules;
- be alone, be alongside others or co-operate as they talk and express their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate and solve problems;
- express fears or re-live anxious experiences in controlled and safe situations.

We aim to make learning for young children a rewarding and enjoyable experience during which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge,

skills, understanding and attitudes. During the Early Years Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

Active Learning – Motivation

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Thinking Critically

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

4.3 The Learning Environment

At Wray with Botton Primary School we recognise that the environment plays a key role in supporting and extending the children’s development. This begins with the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning.

The Early Years Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

The classroom has its own enclosed outdoor area and the children have free-flow access to this area. This has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore using their senses and be physically active and exuberant. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all areas of learning and encourage a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

5. Assessment

At Wray with Botton Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

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

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. The EYFS Profile indicates whether children are meeting expected levels of development, or not yet reaching expected levels ('emerging'). The profile will be shared with parents/carers and Year 1 teachers along with a summary of the child's skills in relation to the three key characteristics of learning.

6. Working with Parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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 teacher and teaching assistant act as 'Key Person' to all children in EYFS. We have good links with Wray Pre-School. Regular visits are undertaken by the EYFS teacher.

"Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings the results have a positive impact on the child's development and learning. Therefore, each setting should seek to develop an effective partnership with parents." (DfEE 2000)

Parents have an important role to play in the education of their child. We believe that it is important that all early years practitioners work in close partnership with parents and other adults. When parents and practitioners work together the results have a positive impact on a child's development and learning. Valuing and building on children's previous learning helps to promote these partnerships.

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:

- talking to parents about their child before their child starts in our school;
- the children having the opportunity to spend time with their teacher before starting school;
- inviting all parents to an induction meeting during the term before their child starts school;
- asking parents to complete an admissions form, a medical form and write a synopsis about their child including their likes, dislikes and any concerns they may have.
- asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
- offering parents regular opportunities to talk about their child's progress;
- having an 'open door' policy;
- sharing each child's learning journey through an online, secure system;
- encouraging parents to access, view and comment on their child's learning journey (including photographs/videos on Google Classroom and classroom displays) regularly;
- encouraging parents to talk to the child's teacher if there are any concerns;
- Inviting parents to attend informal meetings providing information about other areas of the curriculum, eg Early Reading, Maths and Phonics.
- inviting parents to a formal meeting for parents each term, at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive termly reports on their child's attainment and progress throughout the school year, with a longer and more detailed report at the end of each school year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents / carers, e.g. open afternoons, assemblies, Sports Day etc;
- encouraging parents to comment on progress in reading through the use of the Reading Record Books;
- offering a range of activities that support the involvement of parents;
- inviting parents to curriculum evenings to discuss the kind of work that the children undertake in the reception class;
- inviting parents to phonics/early reading and early maths sessions to give guidance on how to support their child at home;
- regular communication via email and Google Classroom.

7. Safeguarding and Welfare Procedures

It is important to us that all children in our school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

"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." (Statutory Framework for the Early Years Foundation Stage DfE September 2021)

Through our PSED educational programme 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

At Wray with Botton Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Have and implement a child protection policy, and procedures, to safeguard children.
- Designate a member of staff to take lead responsibility for safeguarding children within our setting.
- Train all staff to understand our safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues.
- Have regard to the government's statutory guidance for 'Working Together to Safeguard Children 2018' and to the 'Prevent duty guidance for England and Wales 2015
- Have regard to the government's 'Keeping Children Safe in Education' (2021) statutory guidance.
- Inform Ofsted of any allegations of serious harm or abuse by any person working, or looking after children on our premises
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure at least one member of staff who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.
- Assign a key person to every child.
- Ensure staffing arrangements meet the needs of all children and ensure their safety.
- Ensure the staff:child ratios meet the requirements for each age group of children as stated in the Statutory Framework for Early Years Foundation Stage 2021
- Promote the welfare of children.
- Promote good health, including the oral health, of children preventing the spread of infection and taking appropriate action when children are ill.
- Provide healthy, balanced and nutritious meals, snacks and drinks.
- Ensure there is a first aid box accessible at all times with appropriate content for use with children. Keep a written record of accidents or injuries and first aid treatment and inform parents and/or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that we take all reasonable steps to ensure staff and children in our care are not exposed to risks and demonstrate how we are managing risks.
 - Maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met
 - Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.

We endeavour to meet all these requirements.

In accordance with the school's Equal Opportunities Policy all children within the Early Years Foundation Stage at Wray with Botton primary School must be given full access to the Early Years Foundation Stage curriculum.

Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability. In the Early Years Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the Reception Year, and some progress beyond this point.

We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able and are gifted or talented, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

8. Monitoring Arrangements

This policy will be reviewed and approved by the EYFS Leader, Becky King, every year.

At every review, the policy will be shared with the governing board. It is the responsibility of the Early Years Foundation Stage Leader and Reception staff to follow the principles stated in this policy. There is a named Governor responsible for the Early Years Foundation Stage; Steph Evans, who will discuss Early Years Foundation Stage practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and Early Years Foundation Stage Leader will carry out monitoring on the Early Years Foundation Stage as part of the whole school monitoring schedule.