

# Early Years Foundation Stage (EYFS) Policy



Bentham Community  
Primary School

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'*

**Approved by:** Claire Pearson

**Date:** 26/9/22

**Last reviewed on:** September 2022

**Next review due by:** September 2023

## 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## Structure of the EYFS

At Bentham Community Primary School, children can start school in Nursery where children join us from the age of three for either morning sessions or full day provision. We have three intakes throughout the year (September, January and April) and many of our children join our nursery the term after they are three when they can access funded places, either universal hours (up to 15 hours per week) or, if parents/carers are entitled to, extended 30 hour provision. Children are able to join our Nursery from their third birthday if parents wish to pay for provision before accessing funded hours. It is also possible to pay for extended hours if not in receipt of the 30 hour provision. Children who are four years old by the 1st of September, continue their Early Years journey full time in their Reception year.

### A Day in Nursery

<b>9:00am</b>	Registration
<b>9:00 – 12:00 Noon</b>	Morning session
<b>12:00 am</b>	Collection of Children

If parents qualify for the 30 hour funded places, children in Nursery can also stay for their lunch and the afternoon session, before being collected at 3pm. An additional paid option of staying until 3.30pm is available.

### A Day in Reception

<b>9:00am</b>	Registration
<b>9:00 – 12:00 Noon</b>	Morning session
<b>12:00 – 1pm</b>	Lunch time
<b>1pm – 3.30pm</b>	Afternoon Session
<b>3.30pm</b>	Home Time

## Charges for Sessions

<b>Morning Session (9am-12 Noon)</b>	£12
<b>Afternoon Session (12 Noon – 3pm)</b>	£12
<b>3pm-3:30pm</b>	£2

## Curriculum

Our curriculum is designed to follow the EYFS Statutory Framework curriculum 2021 and is further guided by a document called 'Birth to 5 Matters' that sets out the learning, development and assessment requirements for all children until the end of their reception year. All early years practitioners are required to pursue daily rich activities to support each child's educational development across seven areas of learning. The EYFS framework has never prescribed a particular teaching approach and the new framework holds true to this value. Our philosophy of early year's education remains the same and is centered around child-initiated learning and adult-guided exploration. We are fortunate to have a wonderful outside classroom which we use in all weathers! Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the chance for children to investigate, use their senses and be physically active and exuberant. We plan and enhance our learning environments following children's particular needs, interests, and enthusiasms!

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

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. Alongside the EYFS teaching, our Family Support Assistants closely supports parents and children so to ensure each pupil receives the necessary support needed to achieve their potential. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and individual abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational need or disability (SEND) is identified at the earliest possible opportunity. Early identification of SEND is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SENCO is called upon for further information and advice. Appropriate steps are taken in accordance with the School's Inclusion Policy for SEND.

We meet the needs of all our children through:

- Planning opportunities which build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.

- Using a wide range of kinaesthetic, visual, auditory and logical teaching strategies, based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary, including extra boosting sessions and interventions where possible.

## **Planning**

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

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, and the classroom provision, staff reflect on the different ways that children learn and include these in their practice.

## **The Learning Environment**

Our EYFS classrooms are organised so children can 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. Nursery and Reception share an enclosed outdoor 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 chance for children to explore, use their senses and be physically active and exuberant. We enhance the outside learning environment so to help all children make progress within the Prime and Specific areas of learning.

## **Teaching and Learning**

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.

The following points define effective teaching and learning in our EYFS classrooms:

- Strong partnerships between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- Teachers have an excellent understanding of how children develop and learn.

- Teachers provide first-hand experiences, give clear explanations, make appropriate and timely interventions as well as extending children’s communication and language.
- Teachers have a strong understanding of the Early Years Framework so carefully planned activities help children work towards the Early Learning Goals throughout EYFS.
- The provision ensures all children, regardless of ability, gender or SEND are able to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Children are strongly encouraged to communicate and talk about their learning, and to develop independence and self-management.
- Enhanced, appropriate and accessible indoor and outdoor space, facilities and equipment.
- Teachers identify the progress and future learning needs of children through observations, which are shared with parents.
- Nursery, Reception and KS1 teachers have a very strong relationship so to ensure effective transitions between each year group.

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves. They also develop an understanding for the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

### **Characteristics of Effective Learning**

The Characteristics of Effective Learning underpin our daily classroom practise. They represent the process of how we learn. From persevering with tricky challenges and exploring new ideas to thinking creatively and critically, these skills are at the heart of building an effective learner. We have three friendly puppets that represent these characteristics, who the children love getting to know during their time in EYFS!

#### **Concentrating Crocodile**

He perseveres with challenges  
 He is proud of his work  
 He always tries his best

#### **Ellie the Explorer**

She likes working collaboratively  
 She likes role play and sharing her ideas.  
 She likes trying new activities.

#### **Planning Puppy**

He has his own ideas.  
 He thinks critically and improves his own work.  
 He makes links between his ideas.

## Assessment

At Bentham Community 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.

When a child is in our EYFS provision, staff review children's progress at least termly and share progress with parents and/or carers within a minimum two parents evenings and a written summary of the child's development in a 'school report'. These 'progress checks' alongside the use of Tapestry Learning Journeys, highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 within the Statutory Framework for the Early Years Foundation Stage 2021, 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 ELG statements alongside Birth to 5 Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## Working with parents

At Bentham Community Primary School we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parents are children's first and most enduring educators and we value the contribution they make. We also recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Prior to children starting in Nursery, the class teacher will visit each child at home.
- Staggered starts for children starting our school, where appropriate, and flexibility with transitional periods to support the needs of our children and families.
- Offering parents regular opportunities to talk about their child's progress in our Reception and Nursery Classes and allowing free access to the children's 'Learning Journey' through the Tapestry App.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents in the Autumn and Spring term at which the teacher and the parent discuss the child's progress in private. A written report is then given in the summer term, regarding attainment and progress made.
- Weekly talk-based homework related to in-class learning.
- Newsletters and class updates on the school website and Facebook page.
- Reading books and home record books for both staff and parents to write in.
- Half termly 'Stay and Learn' sessions, where parents can support their child in a range of activities in school.
- Parent information evenings and Coffee mornings where parents are invited into school to 'find out more' or ask questions.

All staff involved in EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. At our school the Nursery and Reception class teacher acts as a 'Key Person' to the children in their class and is supported by our Teaching Assistants.

The EYFS team work as a collaborative unit, planning and moderating together, alongside the School Leadership Team.

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

## **Safeguarding and welfare procedures**

At Bentham Community Primary School, it is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand that they exist to ensure we are safe, secure and well cared for. 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 children (see our Child Protection Policy).

*"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."*

At Bentham Community 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:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and take appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure staff have regular and relevant training to safeguard our children.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We promote good oral health, as well as good health in general, in the early years by planning opportunities for children to learn about how to keep themselves healthy and safe, for example by talking to children about

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

Our safeguarding and welfare procedures are outlined in our school safeguarding policy.

## **Monitoring arrangements**

This policy will be reviewed and approved by the EYFS Lead annually.

At every review, the policy will be shared with the governing board.

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

For a list of school policies please visit the school website.

<https://www.benthamcpschool.org.uk/about/school-policies>

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection 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 policy
Procedures for a parent failing to collect a child and for missing children	See child protection policy
Procedure for dealing with concerns and complaints	See complaints policy