



Early Years & Foundation Stage Policy

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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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

- The Foundation Stage consists of a 52-place Nursery and four Reception classes of 30 pupils

Nursery:

- Nursery staff consists of a Nursery teacher and Nursery Nurse
- The Nursery operates in two sessions – the morning session 8.55am – 11.55am and the afternoon session 12.30 – 3.30 pm
- Parents attend an induction meeting in the term before admission. This includes a tour of the Foundation Stage setting
- When starting Nursery, the children and parents meet with the Nursery Nurse and Nursery teacher to gather/exchange information and to ensure a smooth and happy start to school
- Children attend the Nursery on a part time basis attending one of the sessions each day as stipulated by the Nursery teacher after consultation with parents.

Reception:

- Reception staff consists of class teacher and support staff who work equivalent to a whole day across the year group
- In September, children who have not attended our Nursery are invited to meet with their teacher to gather/exchange information
- The children then start Reception through a staggered process according to their date of birth
- Summer born children will start on the first full week in September, the spring born children will start the following week, the autumn born children will start the following week
- During the first three weeks of the autumn term, children will be in school until 1.30pm
- By the end of September, the children will stay all day
- On occasions, arrangements are made for children who are not managing the whole session to leave earlier in order to meet their transition needs
- All children in the Nursery and Reception classes will have experiences based on the Early Years Foundation Stage Curriculum (EYFS)
- Assemblies – Reception and Nursery children do not attend whole school assemblies but on occasions have a Foundation Stage assembly led by one of the Foundation Stage staff
- The Reception classes attend some assemblies throughout the year.
- Playtime – There is no playtime in the Foundation Stage but the children have the opportunity to be outside as much as possible in the area provided for them
- They also have access to water, free milk and fruit.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

Outdoor Play:

- Play is an important part of children's learning and children need equal access to indoor and outdoor activities/provision at all times
- Provision allows access to the use of the whole school grounds to allow for greater physical opportunities to all of the pupils
- Opportunities need to be given to extend earlier learning from indoor activities. It should represent all seven

areas of learning

- Opportunities for messy and noisy play, the development of gross motor control and child-initiated play should be provided
- There are opportunities for using the school grounds for developing skills using bicycles and scooters, the jungle gym and sport with PE specialist staff
- With regard to health and safety, an adult must always be aware of the children outside and be responsible for their well-being

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 3 prime areas. Through careful planning, links should be made between the seven areas of the Foundation Stage curriculum

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:

- Continuity, progression and coverage in all areas are planned for using the EYFS guidelines
- Phonic planning is made using the Letters and Sounds programme beginning with Phase 1 in Nursery and Phases 2 and 3 being introduced in Reception (or earlier if appropriate)
- Differentiation is a vital part of planning and teaching at the Foundation Stage with an awareness of all children's specific needs
- The content of the planning must originate from the needs of the pupil
- Planning is carried out regularly. This ensures that children experience a variety of opportunities for learning
- Long term planning sets out learning objectives for each term based on the Early Years Foundation Stage
- Medium term planning on the termly planner and Topic web outline a programme of learning opportunities linked to child-friendly themes
- Weekly planning, taking into account children's interests and Assessment for Learning, adapt these long term plans as well as outlining learning intentions and success criteria for focus activities.

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.

- Children learn best through their own "hands-on" experience
- The Foundation Stage curriculum at Barley Lane is delivered through a combination of carefully structured play experiences which can be teacher-led and child initiated
- Teaching occurs in a variety of situations including whole class activities, small groups, pairs and individual
- All adults contribute to the learning and this could be through teaching, planned observations and assessment, questioning and interaction with the children
- The children take part in writing every day in a separate book so that they are able to develop mark-making and writing skills. These books are posted in an 'evidence' box which are shared with their peers

- Daily phonic sessions take place and regular assessment phonic assessments are completed.
- 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.

5. Assessment

At Barley Lane 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).
- Children's progress in the seven areas during the Nursery is recorded in a Personal Achievement Book. This is shared with the children and may feature photographs of achievements, examples of work as well as teacher/learning assistant comments. Children in Reception also have an English and maths book. The focus in Nursery is on the Prime Areas
- The EYFS Profile will be completed for each child throughout the Reception year. This is a formative assessment process based on observation of children's learning, with a focus on child-initiated learning, and features information from the Nursery Assessment Record as well as the parents and the child him/herself. The profile's upkeep is the responsibility of the class teacher, but support staff also carry out observations and make notes in the profile as appropriate
- During moderation Insets the Foundation staff will moderate their observations and judgements in a selection of profiles and Nursery Entry and Leaving Assessment Records in order to ensure consistency of judgements. Individual books of Evidence and Progress should also be used
- Assessments are entered onto the school's Management Information System (MIS) at regular points in the year. At the end of the Reception year pupils are assessed against Early Learning Goals.

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.

Observations:

- Observations are used to assess children's attainment, inform teaching and learning and planning for next steps
- Observations can take three forms: -
 1. Informal noticing (daily)
- Planned activity (plus learning objective – focus activity) (weekly)
Observations take place on a daily basis
- Profiles need to be reviewed by the teacher throughout the term to ensure there is a good body of evidence for each child in each area
- Observations are carried out by all classroom practitioners
- Training and advice about making observations is provided for learning assistants by classroom teachers, Year

Group Leaders or the Foundation Stage Deputy.

When making an observation, staff note:

- Date
- Child's name
- Context (what was said and what was done)
- Possible areas of learning/cross curricular included
- Photograph (if it has been taken)
- Next steps (where applicable)
- Moderation of observations occurs formally during moderation Inset Literacy – Reading and Writing; Maths; Science, during PPA time and informally as necessary.

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 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.

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.

- Parents' views must be sought for the Foundation Stage Profile
- Parents are encouraged to share information with their child throughout the year and at parent consultations
- Reading books are sent home each week and parents are encouraged to read with their child and write a comment in the reading journal.
- At the start of each term, information about the term's topics is sent home and parents are given advice regularly on the learning taking place in school with suggested activities that can be carried out at home
- This includes reading, phonics, maths and activities specifically linked to the topics

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to the children about the following:

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

We follow statutory guidance for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

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