

# Early Years Foundation Stage Policy

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Date: March 2021

Date for review: September 2021

Status: Statutory

## 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

## 2. Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

## 3. Structure of the EYFS

The EYFS Department includes Burhill Nursery and 3 Reception classes. Mrs Julie Kirwan is the Phase Leader responsible for the EYFS. In her absence the Deputy is Miss Louise Griffith.

Nursery and Reception provide Early Years education for children aged 3 to 5 years. Each class is taught by class teacher with a team of highly qualified, dedicated, professional and caring teaching assistants and learning support assistants who plan and work closely together to provide high-quality provision.

### **Burhill Nursery**

Children are usually admitted when they are three years of age. The majority of children start in the autumn term after their third birthday. The Nursery teacher and TA are the lead key people, supported by the leader of EYFS. Together they are responsible for the planning and organisation of activities and the care of the children.

The Nursery offers full time (30 hours) and part time places (15 hours). These run as follows.

Part time: Children can attend for 15 or 30 hours depending on need and availability.

All day Monday and Tuesday, and Wednesday morning sessions (09:00-12:00)

or

Wednesday afternoon (12:00-3:00pm), Thursday and Friday all day sessions

Full day sessions are 08:55am-3:00pm

### **Reception (rising 5)**

Children in Reception are generally rising 5s and usually start in the autumn term, although if spaces arise they may be admitted later in the academic year. There are three classes of approximately 30 children each taught by a qualified teacher and assisted by a qualified teaching assistant. Session times are from 08:45am to 3:05pm.

The teachers, in consultation with the leader of Early Years, are responsible for the planning and organisation of activities and the care of the children.

The admissions procedure is the responsibility of the Headteacher and Governors. See the Admissions Policy for further details.

## 4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 Characteristics of Effective Learning also outlined in the statutory framework are ways in which the child engages with other people and their environment. These underpin learning and development across all areas and support the child to remain an effective and motivated learner.

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

The Characteristics of Effective Learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically

### 4.1 Planning

Our Foundation Stage begins when children start in Nursery and continues until the end of the Reception year. We recognise that the educational process starts earlier than this with learning in the home and many children attending a pre-school facility before they join our setting. 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.

A broad, balanced and differentiated curriculum is rooted in our child-centred philosophy, in which the focus is the development of the individual as a whole person. Active learning is at the heart of the developmental process, children learn best from hands on experience.

We aim to make our activities appropriate to the needs of each individual child. They must be flexible enough to take account of individual diversity as well as be relevant to everyone. Planning takes into account detailed observations and assessments made by staff. These observations and on-going formative assessment is at the heart of effective early years practice.

Staff achieve this through:

Observing children as they act and interact in their play, both child and initiated and planned activities.  
Considering ways to support the child to strengthen and deepen their current learning and development.  
Considering the individual needs, interests, and stage of development of each child in their care.  
This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

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.

## 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.

## 5. Assessment

Ongoing assessment (also known as formative 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. Practitioners also take into account observations shared by parents and/or carers. At Burhill, we use the Evidence Me to record and share observations of learning and pupils' ongoing progress.

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
- Exceeding expected levels or,
- 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.

## 6. Working with parents

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

The positive partnership between home and school is developed by:

- Making parents/carers feel welcome in school
- Keeping parents informed prior to admission
- Arranging a new pupil meeting to welcome parents and explain procedures, routines and our philosophy on Early Years education
- Involvement in home reading and communication through the reading records or communication books
- Involving parents/carers in discussions on their child's progress during formal and informal meetings
- Offering parents regular opportunities to talk about their child's progress
- Encouraging parents/carers to talk to the child's teacher if there are any concerns. There are termly parent consultations for parents to discuss their child's progress in private with the teacher.
- Sending home the end of year report on each child's attainment and progress throughout the school year
- Offering a range of activities throughout the year that encourage collaboration between child, school and parents; stay and play, Phonics, maths workshops, seasonal events and assemblies
- Sending home information regarding weekly letters, sounds and topic activities.
- Holding drop-in sessions to enable children to show their work to parents

## 7. Safeguarding and Welfare Procedures

Burhill Primary School has rigorous safer recruitment and safeguarding policies in place. All staff are trained in the latest safeguarding procedures and have up to date knowledge of safeguarding issues. Full details are in the Safeguarding Policy, available on the school website.

## 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	<a href="#">See child protection and safeguarding policy and COVID-19 safeguarding amendment document</a>
Behaviour policy	<a href="#">See behaviour policy (COVID-19)</a>
Procedures for administering First Aid to children	<a href="#">See First Aid policy</a>
Administering medicines policy	<a href="#">See supporting pupils with medical conditions policy</a>
Procedure for responding to illness	<a href="#">See health and safety policy</a>
Supporting pupils with special educational needs and disabilities (SEND)	<a href="#">See SEND policy</a>
Emergency evacuation procedure	<a href="#">See health and safety policy</a>
Procedure for checking the identity of visitors	<a href="#">See child protection and safeguarding policy</a>
Procedures for a parent failing to collect a child and for missing children	<a href="#">See child protection and safeguarding policy</a>
Procedure for dealing with concerns and complaints	<a href="#">See complaints policy</a>