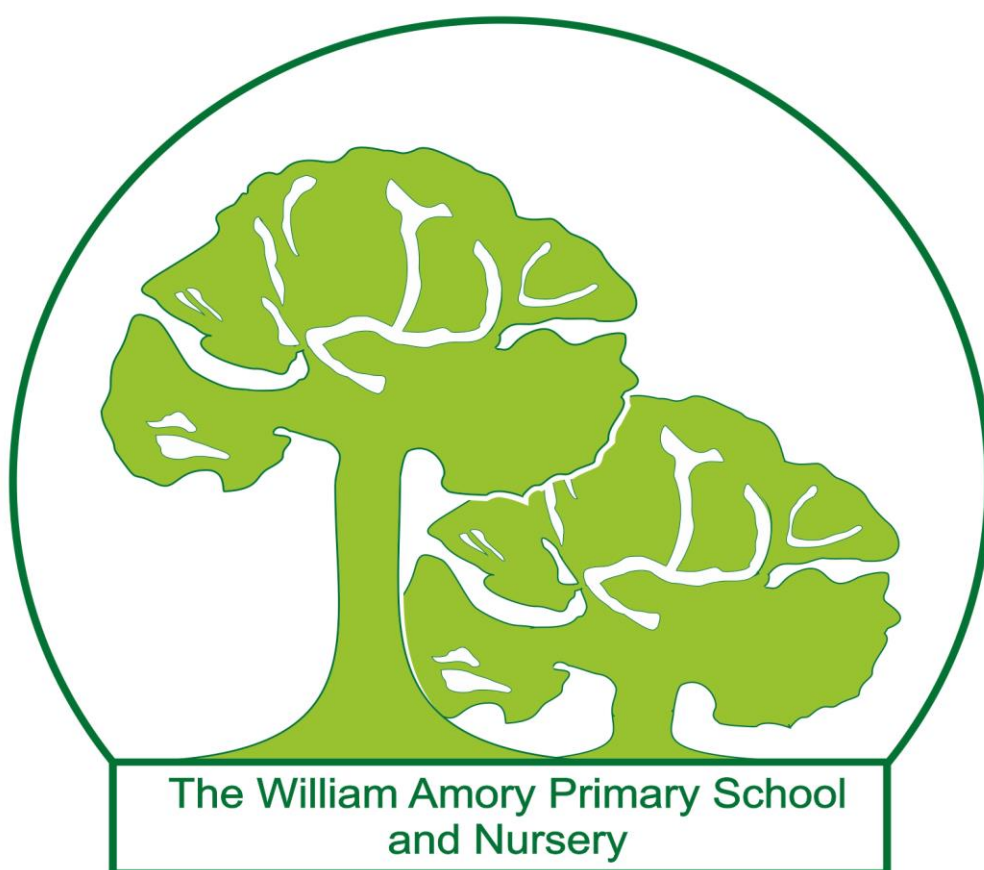


# Early Years Foundation Stage (EYFS) Policy

## The William Amory Primary School



Approved by:

Date:

Last reviewed on:

Next review due by:

# Contents

1. Aims .....	2
2. Legislation.....	2
3. Structure of the EYFS .....	2
4. Curriculum .....	3
5. Assessment .....	4
6. Working with parents/Transitions .....	4
7. Safeguarding and welfare procedures.....	5
8. Monitoring arrangements.....	5
Appendix 1. List of statutory policies and procedures for the EYFS .....	6
Appendix 2. Hours and pricing.....	8

---

## 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
- At The William Amory Primary School we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

***“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”***  
***Development Matters Sept 2020***

## 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](#)

## 3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. Our Early Years classrooms, which cater for children aged 2 – 5, are organised with defined areas with clearly labelled resources to ensure that children can access these easily and confidently. All rooms in the Early Years are planned carefully, ensuring that the areas not only continue to immerse the children in their learning and development but to also provide the children the opportunity to access all seven areas of learning. Classrooms have the opportunity for children to experience writing, maths creative play, role-play, construction and small world play, as well as quieter reading areas.

The outdoor area is as important as the indoor environment and is something we continue to develop, ensuring that we take our learning outside as much as possible, creating the links between the indoor and outdoor environments.

Please see Appendix 2 for hours and pricing.

## 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 – Listening/Understanding/Speaking
- Physical development - Gross Motor Skills/Fine Motor Skills
- Personal, social and emotional development – Self Regulation/Managing Self/Building Relationships

The prime areas are strengthened and applied through 4 specific areas:

- Literacy - Comprehension/Word Reading/Writing
- Mathematics – Number/Numerical Patterns
- Understanding the world – Past and Present/People/Culture and Communities/The Natural World
- Expressive arts and design – Creating with Materials/Being Imaginative and Expressive

The Nursery and Reception Class follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practice as set out in Development Matters 2020

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
  - Work in partnership with parents and where needed outside agencies
  - Plan challenging learning experiences for all our children, based on the individual needs of the child
  - Provide opportunities for our children to engage in adult led learning and self initiated learning

- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of 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, staff reflect on the different ways that children learn and include these in their practice.

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.

## 5. Assessment, Recording and Reporting

At The William Amory Primary School ongoing assessment is an integral part of the learning and development processes.

- When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' 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)
- Assessments are made in line with the EYFS and daily practice includes observations of children's development and progress
- Discussions are held with all adults in EYFS about individual children's development and next steps
- Significant observations of children's' achievements are recorded in their learning journeys
- 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.

## 6. Working with parents/transitions

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Relationships between parents and staff are forged during the induction process and we endeavour to nurture these relationships throughout the school year.

During their time in Nursery 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. In the case of the Reception class, each child's key person is their class teacher.

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. We offer regular engagement with parents throughout the school year.

- Parents open evening held prior to children starting school
- Inviting parents to induction sessions in the Summer Term prior to children starting school
- Annual open classroom/information evening in September
- Having an open door policy to enable parents to come and speak to Early Years staff should they have any concerns
- Two annual formal and one informal parents evenings.
- Events and activities throughout the year which bring together children, parents, the school and wider community.
- We use Class Dojo as an extra aid for communication between our school and families.

Transitions - At The William Amory Primary School we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children have a play session in Nursery to meet the other staff and get familiar with their new surroundings. All children starting Reception have induction days with their new class teacher and teaching assistant, parents are invited to attend and are familiarised with the school and school day by the Headteacher. Parents can ask questions and share information about their child. The Early Years Teacher contacts those children that may be coming from different settings to our Reception Class and their progress and development is shared by their Nursery key worker.

All children starting in Nursery and Reception have a booklet to complete during the summer break and parents are given a timetable and 'School Readiness' booklet.

In the summer term all our Reception children visit their new Year 1 teacher on two occasions prior to them starting Year 1. The Reception teacher passes on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well -rounded picture of the children prior to starting the new school year.

## **7. Health and Safety - Safeguarding and welfare procedures**

Health and Safety and Safeguarding 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. We follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the School's safeguarding policy. We participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with our catering service. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by The Governing Body every three of years.

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

## 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

## Appendix 2. Sessions & Costs Effective 1<sup>st</sup> September, 2019

Morning session	9am-12 noon	£13.00
Afternoon Session	12 noon – 3*pm(*3:15pm collection is available at a nominal £1.10 fee)	£13.00
Nursery Day	9am-3*pm (3:15pm collection is available at a nominal £1.10 fee) (6 hour session includes am/pm snack)	£26.25
Full Day	7:30am – 5:45pm( includes am/pm snack and light tea)	£35.00
Nursery lunch	Hot lunch provided at 12 noon	£2.30

## Out of Hours Care (Before, After School & Holidays)

Breakfast	7:30am – school opens (includes breakfast: cereal, toast, crumpets and fresh fruit)	£5.75
Early drop	8:30am – school opens	£2.20
After school club	Until 5:45pm (includes light health tea, i.e. Beans on toast, filled oatcakes, etc)	£7.85
Holiday Full Day	7:30am – 5:45pm (includes breakfast and light tea)	£33.00
School Day	9am – 3pm (6 hour session)	£26.25

## Other charges that apply to both of the above

Hourly charge	2 hour minimum session (subject to availability)	£4.40
Late charge	Plus hourly charge, failure to collect a child on time after any session without correspondence	£10.50
Late collection charge	5:45pm – 6pm	£2.10

Charges are billed for all normal term dates, irrespective of attendance.

### Bookings

Please call 01782 394900 and follow the instructions to get hold of the team.