

EYFS Policy

Bonnygate Primary School



Approved by: Laura Spencer

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1. Aims

Our Early Years curriculum aims to:

Encompass the overall philosophy of our school approach. A child's first experiences of school are crucial. The Early Years lay down a foundation that is built on throughout the rest of their learning careers. It is organised to ease the transition from home to school and in such a way that learning takes place through meaningful activity and play. The children's learning and experiences are based upon the areas and guidance found in '*Statutory framework for the early years foundation stage*' (2023), which sets the standards for learning, development and care for children from birth to five years old.

This is achieved through developing the three prime areas of development:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Prime Areas are essential for fostering early learning skills and are promoted heavily through our planning and provision. More emphasis is placed on these when working with our youngest children, as successful mastery of these skills supports children to achieve well in Specific Areas of Learning.

The skills gained in the prime areas are then built upon in the specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Aim

- To gather information that informs our understanding of a child's development and next steps
- To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment
- To involve all significant people in a child's life
- To assist in the monitoring, evaluation and planning of the curriculum
- To share information with staff, parents/carers and other agencies

Parents/Carers are invited in the Autumn term and the Spring term to meet with their child's class teacher to discuss the progress and celebrate the achievements the child has made, as well as discussing any concerns or questions there may be. Parents/Carers also receive a copy of the child's '*Early years foundation stage profile*', outlining whether they have 'met' the 17 early learning goals. This will also include a written summary of the child's progress, strengths and development needs. A copy of this is also shared with the child's Year 1 teacher.

2. Legislation and guidance

This policy reflects the requirements of the Early Years Framework, which all maintained, non-maintained and independent schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Statutory framework for the early years foundation stage](#). The school has also chosen to follow the guidance set out in '[Development Matters 2021](#)' to support staff in monitoring and understanding the progress of children.

3. Roles and responsibilities

3.1 Subject leaders role

To monitor the implementation of this policy, in line with school procedures and government guidelines. Additionally, they ensure the quality of teaching is good and children's individual needs are met. They provide support for all staff working within the classes, as well as for colleagues who have children developmentally working within this area. They build strong relationships with parents, providing someone to talk to about their child.

3.2 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Teaching and Learning

Each half term the EYFS team produce Medium Term Plans which feed into weekly learning units, stating short term goals and a range of activities. These consider the educational programmes within the statutory framework.

Activities are then planned to meet children's abilities and are based on previous learning experiences and outcomes. The topics are taught through a book curriculum and are designed to meet children's interests as well as their academic needs, encouraging their enthusiasms and promoting each child's uniqueness.

The class teachers are responsible for the weekly planning. These plans highlight the main tasks and differentiated activities that the children will undertake, which are offered through a range of adult led and child led activities. A copy of the plan is displayed in the classrooms so that all staff can refer to it. All staff working with the children are given a copy of this in advance to ensure they are aware of their responsibilities within this learning.

The Role of Parents/Carers

We believe that all parents/carers have an important role to play in the education of their child. We recognise the vital role that parents/carers have already played in their child's life and actively encourage parents/carers to work in partnership with us in educating the children. We promote this partnership in the following ways:

- Inviting parents/carers to a meeting with school staff in the June before the children start Reception in the September.
- Talking to parents/carers about their child before they begin our Nursery and Reception
- Providing details of our term topics in our termly blog.
- Providing opportunities throughout the year that encourage collaboration between school, child and parents/carers.
- Regularly communicating with parents/carers via the school Reading Record, newsletters and Tapestry.
- Offering an 'Open Door' policy if parents/carers feel they need to discuss any matters or express any concerns about their child.
- Inviting parents/carers to our 'Open Day' to view their child's work and discuss their progress. This takes place in the Summer term.
- Inviting parents/carers to parent/carer consultations to discuss progress and celebrations in the Autumn and Spring terms.
- Providing parents/carers with an end of year report, outlining their child's achievements and highlighting areas for future progress.

4. Organisation and planning

Assessment and Record Keeping

As a school we recognise our legal duty to carry out the Reception Baseline Assessment, in line with the [Assessment framework](#). All children are assessed within six weeks of starting in our Reception classes, including any children who start throughout the school year and have not been assessed at a previous school.

Within the first half term that children enter both the Nursery and Reception classes, teachers complete their own On Entry Assessments. These On Entry Assessments cover the seven learning areas of the Early Years Foundation Stage, allowing teachers to quickly identify learning gaps within core skills. Our children are regularly observed with regard to the learning aims in the weekly planning and we use the information gathered to ensure that future planning reflects the identified needs of all children. We gather evidence through a range of observations which are recorded in an online learning journal called Tapestry. Adult led activities are recorded on group work sheets for all activities in Nursery and maths activities in Reception. Reception's guided writing is completed in an English book.

Characteristics of Effective Teaching and Learning

The EYFS also sets out the characteristics of effective teaching and learning. Our environment and ethos is set up to ensure children develop these independent learning skills, through exploration. Teachers are also mindful of these when planning and engaging with children within the continuous provision. Children are encouraged to develop good attitudes to learning and confidence to explore and think critically about the world around them. They develop self-regulation, perseverance and resilience through engaging in challenging and open-ended activities.

The three characteristics are;

Playing and Exploring – children investigate and experience things, and ‘have a go’

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Organisation and Play

Learning through play is integral to the Early Years Foundation Stage. Through daily play-based activities, our children explore and develop learning experiences that will help them to make sense of the world. They practise and build up ideas on how to control themselves, leading them to understand the need for rules. They communicate with others as they investigate and solve problems, as well as having opportunities to express fears or review anxious experiences in controlled and safe situations.

Children have a wide range of resources which are available to the children all the time through the ‘continuous provision’. In addition to this, teachers place and organise ‘enhancements’ which allow children to practise, consolidate and embed new and existing skills.

Tapestry

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at school to be shared with parents, and is used as a way of showing a broader picture of a child's development.

Admissions

Children have the opportunity to join our Nursery from the term after they turn three years old. All children start school in our Reception class by the academic year that they turn five years old. They are all actively encouraged to begin their school year in September, regardless of which term they will turn five.

Prior to joining the Nursery and Reception and where possible, parents/carers will be given the opportunity to meet with their child's new class teacher. This will offer them the opportunity to ask questions and give any relevant information.

Transition from Nursery to Reception

Throughout the Summer term we arrange times for our Nursery children to free flow within the Reception area. This helps them to become familiar with the environment and teaching staff in a relaxed way. This promotes a smooth transition from Nursery to Reception.

Parents/carers are invited to a meeting with the Early Years Foundation Stage Leader and/or Headteacher before their child starts. This informs parents/carers about school policies, routines and provides the opportunity to ask questions or offer any relevant information on their child. The children are invited in to spend time within the EYFS environment prior to starting. They are given the opportunity to meet the staff they will be working with and get to know more about the school.

The week children leave the Nursery, all relevant assessments and records are passed on to the Reception teacher before the children begin the Reception class. This includes the Early Years Foundation Stage Profiles and all evidence that supports them. This enables the Reception teacher to start planning for when the children enter the Reception class. For children who leave our Nursery to go to another primary school, the Nursery teacher will pass this information onto the correct school, with the parent/carers permission.

In the case of a child having special needs, such as having medical requirements, academic or behavioural needs, a meeting would take place between the Nursery and Reception teaching staff in the week before the child begins the Reception class. This would enable the Nursery staff to fully inform the Reception teacher of all background information and necessary requirements.

When the children first start school in the Reception class, they will complete an induction that consists of two morning sessions, followed by morning and lunch on the third day, followed by attending full days from then on.

Transition from Reception to Key Stage 1

Transition from Reception to Key Stage 1 In the half term before the children move up to Key Stage 1, they visit a Year One for a class swap session similar to the Nursery to Reception transition. In the last term of Reception, the children also start a lunch time transition, where they mix with Year One and Two children in the KS1 playground. These opportunities allow for the children to familiarise themselves with their new teacher, other children, their new classroom and different routines, ensuring a smoother transition in the following term.

In the week the children leave the Reception class, all relevant assessments and records are passed on to the Key Stage 1 teacher before the children begin in Year One. This includes the completed Early Years Foundation Stage Profiles, Phonics assessments, Reading Records and any work books that have been started. This enables the Year One teacher to start planning for when the children begin the following term. The Year One and Reception Team work very closely during these weeks to ensure planning meets the needs of the individual children. The structure of a Year One day is transitioned throughout the year to ensure children's individual needs are met during their time in Year One, whilst also making sure children continue to make good progress and are ready to transition to Year Two.

In the case of a child having special needs, such as having medical requirements, a meeting would take place between the Reception and Year One teacher in the week the child leaves the Reception class. This would enable the Reception teacher to fully inform the Year One teacher of all background information and necessary requirements.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can access all areas of the EYFS, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Bonnygate are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

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.

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.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of 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.

Special Educational Needs

When teaching staff have concerns about a child's progress, we will have an informal chat with the parents to discuss their child and how their needs can be best met. If the concerns continue, the steps stated in the SEND. policy will be followed.

Parents/Carers are also encouraged to seek advice from school if they have any concerns about their children.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Planning
- Parents evening
- Open door

EYFS lead will monitor the way their subject is taught throughout the school by:

- Planning scrutinises
- Learning walks
- Tapestry book looks
- Pupil voice
- Team teaching

This policy will be reviewed every two years by the EYFS lead and headteacher. At every review, the policy will be shared with the full governing board.

In line with the EYFS Statutory Framework:

- Only medicines prescribed by a doctor, dentist, nurse or pharmacist are administered. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent/carer.
- Fresh drinking water is available at all times
- Staff promote good oral hygiene through discussions with children and parents.
- Children's' dietary needs are recorded and acted upon when required
- Each classroom has a snack and sink area that can provide healthy snacks and drinks.
- A First Aid box is accessible at all times and a record of accidents and injuries is kept.
- At least one paediatric first aider will be in the EYFS area of the school at all times.
- Nicola Townshend (Deputy Headteacher) is the named behaviour lead for the whole school.
- A fire and emergency evacuation procedure and policy is in place.
- Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Behaviour Policy