



Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

Early Years Foundation Stage (EYFS) 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
- 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 statutory framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

3. Principles

At Highbury Primary School, we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children can join us when they have turned eighteen months.

4. Our Structure of the EYFS

Also see our other nursery policies for hours and charging.

Organisation

Our setting is currently being organised across 2 buildings on the school site. In the main nursery site (where year R are located), there are 3 rooms. These consist of;

Room age Caterpillars (preschool) 3-4 yrs

Chameleons (pre school) 3-4 yrs

Ladybirds 18mths – 3 years

We also have two Year R classes which consist of up to 30 children in each class (60). Children in the nursery will be assigned a key person. There will be a balance of adult led child-initiated activities both inside and outside. Observations will be undertaken to plan for individual needs.

5. Curriculum

Our early years setting follows the curriculum as outlined in the EYFS statutory framework that applies from September 2021. 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 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

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. **(see Appendix A).**

These areas are delivered throughout the theme and linked closely together. They are equally important and depend on each other. Initially in nursery we focus on the prime areas and build on these when introducing a balance of adult led and child-initiated activities.

The nursery and reception classes have their own and shared outdoor areas used all year round in all weathers. Being outdoors encourages learning in different ways. It offers children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. Children will have the opportunity to experience all seven areas of learning whether they decide to learn indoors or outdoors. We also make good use of our local environment and other available outdoor resources effectively to enhance learning and to provide hands on experiences for all children.

The curriculum will be planned and overseen by the Nursery manager, Year R phase leader and class teachers, but will be delivered by the early year's practitioners in Nursery and Year R and the class teachers.

Characteristics of effective learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the nursery and reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

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.

6. Planning

The school's curriculum intent is at the heart of our planning where we provide children with first hand experiences which enables them to develop and learn effectively.

We also take into account the individual needs, interests, and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience. In the moment planning is used as a way of building on the children's needs and interests. Equally, it develops opportunities for child-led learning. Put simply, it is observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that moment. The written account of these interactions becomes a learning journey. Where a child may have a special educational need or disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, we reflect on the different ways that children learn and include these in their practice. Practitioners working with the nursery children focus strongly on the 3 prime areas.

7. Assessment

At Highbury, 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 Statutory Reception Baseline Assessment (RBA, May 2021).

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.

8. Working with parents and carers

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.

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 can be a class teacher or early years practitioner. Their role is to support parents and or carers in guiding their child's development at home and to meet the needs of each child in their care by responding sensitively to their feelings, talking to the parents or carers and working in partnership with them.

The key person also helps families to engage with more specialist support and other professionals, if appropriate.

We also encourage parents to share their unique knowledge of their child using 'Family', providing further insight into the child as an individual. This supports us in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

We inform each other of what is happening in the 'Life' of the child by:

- Arranging a range of well-planned transition sessions.
- Meeting with providers to discuss each individual child.
- Inviting parents/carers to an induction meeting during the term before their child starts school.
- Half termly parent sessions to encourage collaboration between child, school and parents/carers.
- Visiting children in their home setting before they start Nursery and Reception to have an informal conversation with the child and parents/carers about the child's personal interest, discuss any concerns including medical needs and to introduce the child's key person.
- Having flexible admission arrangements that enable children and parents/carers to become secure in their environment.
- Sending two summative reports on their child's attainment and progress at the end of Spring and Summer term.
- Offering three parent/teacher evenings per year.
- Sharing regularly the children's learning through online 'Family' journal
- Termly newsletters.
- Informal conversations at the beginning and end of the day.
- Regularly updating the school's web site

9. Home Visits

See Home Visit Policy.

10. Safeguarding and Welfare

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 why they exist. 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. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent whatever their age. We work with parents towards toilet training at the appropriate age, (Term before they start reception class.) unless there are medical or other developmental reasons why this may not be appropriate at the time. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

We follow whole school procedures for child protection, medicine in school and off-site visits. We will ensure that;

- All staff will be fully inducted into the school and adhere to the Safeguarding Children's Policy and other relevant policies (copies available on request).

- Notice boards will be updated regularly and provide parents information with regards to daily routines, activities provided and food and drink to be supplied on a daily basis.
- All parents will be given access to policies regarding safeguarding e.g. equal opportunities, health, safety and security, first aid, outings (copies).
- Staff will work alongside parents/carers in supporting children with long term medical needs. Information about specific life-threatening needs will be shared with all school staff and updated with the support of parents/carers and other health professionals (copies of administering medicines available on request).
- As a school, we will obtain necessary information from parents prior to a child being admitted e.g. Contact details specific health requirements and parental responsibility.
- The playground gates leading onto the field and into the car park will be kept shut and locked during school hours.
- All visitors and staff will sign in at the EYFS office and will sign out on departure. Written permission must be given from parents/carers if a child is to be picked up by another adult. These adults will be given a password which is set by the child's parent/carer.
- All staff will be familiar with and have regard to the SEND Code of Practice.

All staff will be familiar with and have regard to the Behaviour Policy (available on request).

11. Risk Assessment

All staff will be involved in assessing risks and will collaborate to develop risk assessments for key areas within EYFS. Staff will be involved in controlling risks whilst indoors and outdoors as and when they use it. Environments and activities will be constantly reviewed to ensure safety at all times. Children will be shown and reminded on how to keep safe. Daily risk assessments will be undertaken both inside and outside. Full risk assessments will be carried out prior to outings to include an assessment of adult: child ratio. Essential records and equipment will be taken on outings e.g. contact telephone numbers for children, first aid boxes etc.

12. Transition

We acknowledge the following transitional stages as:

- Room to room
- Home to nursery
- Nursery to reception
- Reception to Year 1.

We believe that best early years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

Transition is managed in a thoughtful and planned way, taking account of the needs of our children.

We aim to do this by:

- Nursery and reception classes working as a unit with continuous provision and outdoor areas shared at different times of the year.

- Ensuring all nursery practitioners work together with parents/carers when children move to a different nursery room/practitioner.
- Organising summer term transition meetings (eg between Year R and Year one teachers).
- Whole school story times in the Summer Term.
- Early identification of children needing extra support with transition and provide additional sessions as required.
- Taster sessions as required.
- Arranging new intake parent meetings.
- CPD for all staff across EYFS and Year 1.
- Year 1 teachers observing learning at different times during the year to increase their own understanding of the curriculum and the children.
- Moderation of learning journeys.
- To fully consider the end of year assessments and how best to plan for individuals/groups of children who are not yet meeting the expected levels.
- Year 1 learning to reflect a balance of adult and child led learning.
- Room to room transition, home to Nursery and Nursery to Year R transition meetings.

13. Monitoring and Review Procedures

- It is the responsibility of the EYFS staff to follow the principles stated in this policy.
- All EYFS staff will meet on a fortnightly basis to monitor and evaluate provision.
- The Nursery manager, Year R phase leader and the leadership team will carry out monitoring of the EYFS as part of the whole school monitoring procedures.
- The Nursery manager and Year R phase leader will discuss EYFS practice with the whole Governing Body raising any issues that require discussion.

This policy will be reviewed by the Nursery manager and Year R phase leader in the Summer term before the start of each academic year. At every review, the policy will be shared with the governing board.

Appendix A

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in

mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World Understanding the world

Involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Signed: *Mr A Howard*
Headteacher

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