

# Early Years Foundation Stage (EYFS) Policy Glynne Primary School



**Approved by:** Governing Body

**Date:** 7.12.21

**Last reviewed on:** November 2021

**Next review due by:** September 2024

## Contents

1.Aims .....	2
2. Legislation .....	2
3. Structure of the EYFS .....	2
4. Curriculum .....	3
5. Assessment .....	5
6. Working with parents .....	5
7. Transition.....	6
8. Safeguarding a welfare procedures .....	6
9. monitoring procedures .....	6
Appendix 1. List of statutory policies and procedures for the EYFS.....	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 all early years settings, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

### 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.
- The learning and development requirements are given legal force by an Order 2 made under section 39 (1) (a) of the Childcare Act 2006.
- The safeguarding and welfare requirements are given legal force by Regulations 3 made under section 39 (1) (b) of the Childcare Act 2006.

### 3. Structure of the EYFS

Our EYFS department consists of a 60 place maintained Nursery. There are 30-morning 3 hour places available, and 30-afternoon 3 hour places available for three and four year olds in Nursery. In addition, families with both parents working could be eligible for up to an additional 15 educational hours per week during term time. Extra hours can only be given to the opposite session than your child's normal allocation. Please note there is a maximum of **16 places** to be offered on a

first-come, first served basis. For instance, if you were offered an afternoon place (3 hours), if eligible, you could also have the morning space too (also 3 hours). Extra 15 hours if eligible. To check eligibility, go to Childcare Choices at: <https://www.childcarechoices.gov.uk/> Once done, you will receive an eligibility code and this will need to be re-validated every 3 months, so let school have this **as soon as possible** after induction to reserve your place.

Breakfast, after-school wrap around care and lunch time care is available and charged separately. An order form must be completed for this from the school office. Again, there is a maximum of 16 places available.

We are a 60 place Reception, with two classes that have capacity of 30 children each. Wrap around care is available for Reception children both before, and after school. This is included in the 16 place limit, combined with Nursery.

Children who have additional needs are identified early, and appropriate support is provided. Staff are aware of the Special Educational Needs Code of Practice and ensure that children with SEND receive a tailored curriculum to meet their individual needs. Staff liaise with the school SENCO, Mrs Teresa Parker who works closely with the Assistant Head and Safe Guarding Lead, Mrs Fiona Pearson to ensure that appropriate agencies are involved when necessary. Referrals to Dudley SEYS (Specialist Early Years Service) team are made, and professionals support children and their families, as and when required. Children who have SEND in Reception may also be seen by Dudley's school educational psychology team.

## 4. Curriculum

Our Early Years setting has created a curriculum, crossed referenced with the latest version of the EYFS statutory framework that applies from September 2021, and the updated Development Matters documentation.

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. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## 4.1 Planning

Staff plan a range of learning opportunities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children in Nursery 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 an enjoyable and challenging 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 learning opportunities, staff reflect on the different ways that children learn and include these in their practice.

Staff use a structured long term plan to help guide their weekly sessions. This ensures that children's needs are been met and that there is sufficient coverage of the framework. Staff also carefully consider children's interests and take this into account when planning their weekly timetable.

The learning environment in Early Years is engaging and is purposefully positioned both indoors and outdoors. Staff carefully consider their classroom arrangements to meet the needs of all children and to challenge children's next steps. Opportunities and enhancements are also provided to develop children's knowledge and skills even further.

## 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.

Early Years continues to foster a thematic approach which is our whole school ethos. The children are immersed into learning journeys each half term. These are carefully planned and provide broad and balanced opportunities. Children experience a range of diverse opportunities which helps to foster a lifelong love of learning.

The children access Forest School weekly throughout the year. This allows children to develop their confidence as they are able to take part in more risk-taking opportunities, such as lighting fires and using tools. The children work well as a team at Forest School and are exposed to activities that cannot be delivered in a classroom.

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 One.

## 5. Assessment

At Glynne 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).

On entry to Nursery and Reception, staff complete internal baseline assessments. Staff use their knowledge of child development to help them assess children's starting points. These are formulated from good quality adult interactions and play based observations. This data is inputted onto a system on Integris and is updated termly.

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

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. On entry to Nursery, each child is given a specific key person and is allocated to a family group. The key person helps to ensure that their learning and care is tailored to meet their needs alongside the class teacher. 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 and/or carers are kept up to date with their child's progress and development through a digital platform Evidence Me. Children's progress and learning opportunities are shared with parents via this half termly. Parents are encouraged to send in home learning experiences and 'wow' moments to school. This helps to promote good home school communication and build the best possibility picture of children's progress.

At the end of the foundation stage, an EYFS profile is given to parents. This helps to provide parents and/or carers with a detailed understanding of their child's academic ability.

## 7. Transition

Successful transitions are important to ensure that children feel safe and secure within school. As we value this so highly, a range of transitions are implemented. When children first start at our school, they are invited to a parent interview. They are able to discuss their child's interests, strengths and any initial concerns. They are also given the opportunity to ask any questions about school life.

Videos of the department are available via our school website, and are also sent directly to new to school children. This gives families a clear insight into the learning environment that we offer at Glynne.

Staff work with any settings or child minders that children have previously attended. This gives an insight into the children's individual needs and helps staff to plan for a smooth transition.

When children enrol into Nursery, they are invited to attend two short stay and play sessions. Once all children have attended these sessions, a staggered start is organised throughout the first two weeks of term. This enables children to settle into the learning environment, and make secure relationship with their key person.

Children in Reception also have a staggered start at the beginning of the school year. This is spread over the initial week, to help children settle into new routines and build firm relationships with their new teacher and friends.

In summer term, children in Nursery visit their new Reception classroom. Similarly, Children in Reception visit their new Year One classroom. The children are able to meet their new class teachers for story time sessions. All children are given a social story explaining these new changes.

## 8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our schools safeguarding policy.

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. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

As the new curriculum has emphasise the importance of good oral health, as well as good health in general, staff ensure that parents and their children are aware of this. We include in our curriculum the importance of making healthy choices, including:

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

## 9. Monitoring arrangements

We have two linked governors that directly work with EYFS. Governors liaise with staff in the department and work closely to ensure a broad and balanced curriculum is offered to all children.

This policy will be reviewed by Assistant Head (EYFS/KS1) and EYFS Phase Leader every three 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	<a href="T:\Safeguarding\POLICIES\Glynne Primary School Safeguarding CP Policy 2021.docx">T:\Safeguarding\POLICIES\Glynne Primary School Safeguarding CP Policy 2021.docx</a>
Procedure for responding to illness	<a href="T:\Policies\Health and Safety_policy Jun20 Version V.doc">T:\Policies\Health and Safety_policy Jun20 Version V.doc</a>
Administering medicines policy	<a href="T:\Policies\Medical Policy Updated September 2021.docx">T:\Policies\Medical Policy Updated September 2021.docx</a>
Emergency evacuation procedure	<a href="T:\Policies\Health and Safety_policy Jun20 Version V.doc">T:\Policies\Health and Safety_policy Jun20 Version V.doc</a>
Procedure for checking the identity of visitors	See child protection and safeguarding policy (above)
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy (above)
Procedure for dealing with concerns and complaints	<a href="T:\Policies\Complaints Policy - full 2019.pdf">T:\Policies\Complaints Policy - full 2019.pdf</a>
Intimate care support	<a href="T:\Safeguarding\POLICIES\Glynne Primary Intimate Care Plan_copy updated May 2020 for CV 19.docx">T:\Safeguarding\POLICIES\Glynne Primary Intimate Care Plan_copy updated May 2020 for CV 19.docx</a>