

Early Years Foundation Stage (EYFS) policy

Barley Croft Primary School



Approved by:	Rebecca Dulieu	Date: 31/01/24
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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
- A close working partnership between staff and 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 for the Early Years Foundation Stage \(EYFS\)](#) for 2024.

3. Structure of the EYFS

At Barley Croft Primary School we have a Nursery and 2 Reception classes within our EYFS base. Our school nursery has 20 places for pupils aged 3-4. These are available for children in the September following their 3rd birthday. School nursery sessions are for 3 hours and currently run mornings only. Nursery has a class teacher and a level 3 teaching assistant working with the children. We have 45 places across our 2 Reception classes which operate to the same timings as the rest of our school; 8:45 – 3:15. Reception has 2 class teachers and 3 teaching assistants working in the base.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

4.1 Planning

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. Activities and experiences are planned for both our indoor and outdoor classroom environments.

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, to ensure they are fully supported and included within their classrooms.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

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. 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

At Barley Croft Primary School, ongoing assessment is an integral part of 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.

When pupils begin their school journey with us in our EYFS base, staff interact with the children to better understand where their learning levels are and how they prefer to learn and use this to support identifying the children's next steps.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Staff regularly assess pupils throughout the year to ensure activities and experiences planned are moving the pupils learning forward and meeting their next steps. If gaps are identified, small group interventions are put in place to ensure catch up support is provided to help the pupils achieve their best.

Staff use ITrack as an online assessment tool to help monitor progress and identify gaps in learning across the 7 Early Years areas of learning.

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 (On track)
- Not yet reaching expected levels (Not on track)

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 at the end of the academic year in Reception.

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 upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The 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 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. Your child's key worker is normally their class teacher. You will be informed of who this when they start at Barley Croft Primary School.

School hold parents meetings twice a year as an opportunity for parents to talk with class teachers. This allows both parents and staff to share successes and any concerns and address these together, gaining advice and support from the school SENDCo and Pastoral team when needed.

Classrooms hold regular 'book looks' where parents are invited into the classroom to look through and share their child's learning books with them and talk about their work.

Each child has their own Seesaw account where staff and parents can share photographs of the children's learning and activities. This is a very successful way of sharing between school and home which supports sharing learning moments together.

7. Safeguarding and welfare procedures

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over in our school Nursery:
 - We have at least 1 member of staff for every 13 children as per the requirements.

For reception classes in maintained schools:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by teaching the children the importance of brushing their teeth and planning activities to support this. We cover aspects such as:

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

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Rebecca Dulieu (Head Teacher) every 2 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 Administration of Medicines Guidance
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