



# 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 a range of skills and knowledge 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 2023.

### 3. Structure of the EYFS

Rosemary Works School is an independent primary school for children aged 3-11 (Nursery to Year 6). The school's EYFS provision comprises of our pre-Reception

Nursery Class and Reception Class. Both settings are situated on the ground floor of the premises with access to an EYFS dedicated outside space.

Children also have access to the larger playground, the mud kitchen, the pond and offsite facilities, including the swimming pool at Britannia Leisure Centre and our Forest School site, situated at Shoreditch Park.

#### **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 interconnected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity, enthusiasm for learning, key skills and for building children's capacity to learn, form good relationships and thrive in their all-round development.

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**

Our practitioners plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children focus strongly on the 3 prime areas.

Planning begins to more strongly reflect the 4 specific areas as appropriate for the children, generally from January of their Nursery class year. Practitioners use *Read, Write Inc* to plan phonics sessions through Nursery and Reception, which

continues into Key Stage 1. *Ten Town* is used to introduce numbers in Nursery Class.

Practitioners plan an enjoyable broad and balanced curriculum for the children in their care, taking into consideration the individual needs, interests, and stage of development of each child. Where a child may have special educational needs or a disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

## 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a blend of adult-led and child-initiated activities. Practitioners respond to each child's needs and interests, guiding their development through warm and positive interactions.

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 in year 1.

Social, Moral, Spiritual and Cultural awareness and British Values are actively promoted in the EYFS. Resources used include representations of people from different cultures and the curriculum explores the diverse world. Examples include learning about celebrations from different religions, learning about countries around the world and singing songs in other languages, including use of British Sign Language.

## 5. Assessment

At Rosemary Works School, ongoing assessment is an integral part of learning and development processes. Practitioners' day-to-day interactions with children identify what they know and can do, their interests, and next steps in their learning. This practitioner knowledge is used to shape future planning. Information shared by parents and/or carers is also taken into consideration.

Within the first month that a child **starts reception**, the teacher conducts baseline assessments in:

- fine motor skills, including handwriting
- basic number assessment
- phonics knowledge (reading)

At the **end of the EYFS**, the class teacher completes the EYFS Profile for each child, based on their professional and holistic knowledge of the child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting the level of development expected at the end of the EYFS ('expecting')
- Not yet reaching this level ('emerging')

The EYFS Profile for every child is shared with parents and/or carers, and they are given the opportunity to discuss this with the teacher. The Year 1 teacher has access to a copy of each child's EYFS Profile, to support a smooth transition from Reception to Year 1.

We use Tapestry as an observation and assessment tool throughout the children's time in the EYFS. This is invaluable for sharing observations of new learning and events with parents, as and when they happen.

## **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 learning and development in a range of ways, including:

- Access to their child's online learning journal (Tapestry)
- Opportunity to talk with the teacher and/or key person at the beginning/end of the school day, either in person, over the phone, email
- Weekly newsletter from the class teacher and school
- Weekly phonics homework (Reception)
- Parent Teacher consultation - one each term
- Nursery and Reception Open Mornings before their child joins Nursery or Reception
- Nursery Leavers' Reports and Reception end of EYFS Profile and written report

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.

## **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:
  - Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:
    - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
    - For all other classes, we have at least 1 member of staff for every 13 children
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

Whilst we recognise and observe the statutory ratios as outlined above, in practice we usually have a higher number of adults than the minimum requirement. In Reception Class, we have one teacher with QTS supported by a Teaching Assistant for a class that is usually under 20 children.

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, for example by talking to children about:

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

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

## **8. Training and development**

Practitioners aim to be up to date in their training, aware of changes to the curriculum and innovation in Early Years education. To achieve this, we implement INSET and development opportunities such as:

- The Head of EYFS and Nursery Lead will attend appropriate courses and conferences as they arise
- The Head of EYFS and Nursery Lead will visit other EYFS settings to share good practice
- Other teachers and teaching assistants will attend EYFS focused courses which interest and have a particular bearing on children they are supporting
- Regular staff meetings will focus on whole school priorities, including the EYFS
- In-house training during INSET days for specific training needs – this may involve a visiting external specialist
- Statutory training for all staff, e.g. annual Safeguarding training

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the Head Teacher and Head of EYFS every two years. At every review, the policy will be shared with the Board of Directors.

## 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