



Early Years Foundation Stage (EYFS) Policy

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Reviewed	Annually

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1. Aims

This policy aims to ensure Peters Hill EYFS provide:

The highest quality care and education for all our children in the Nursery and Reception, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS Statutory Framework 2021, *“Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.”*

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Four Overarching Principles

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adult**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers
- Children **develop and learn in different ways and at different rates**.

The EYFS Provision:

- We provide **quality and consistency** across our EYFS, so that every child makes good progress and no child gets left behind. We provide opportunities for children to engage in activities that are adult led, child initiated and adult initiated both indoors and outdoors in a safe learning environment.

- We provide a **secure foundation** through challenging learning and development opportunities which are planned around the needs and interests of each individual child, informed by observation and are assessed and reviewed regularly
- The EYFS have a **working partnership** between practitioners and parents and/or carers and within the wider context. We adopt a key worker approach to develop close relationships with individual children
- We adopt **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported. We provide early intervention for children who require additional support.

Learning and Development Requirements:

- We refer to key non statutory documents such as “Development Matters and Birth to Five Matters” when planning a balanced and inter-connected curriculum, across the **seven areas of learning and development**, using play as a key component.
- In order for children to achieve their **early learning goals** by the end of the Reception year, we plan an exciting and challenging curriculum based on our observations of children’s needs, interests, and stages of development across the seven areas of learning.
- The **assessment arrangements** for the EYFS include four data returns throughout the year, which monitor children’s progress from the baseline on entry assessments. Each child has an online tapestry account which informs data completed on excel. There are two parents evenings each year where parents are invited to discuss the progress of their child with their key worker and each child has an end of year report with samples of their work from throughout the year.

3. Structure of the EYFS

Peters Hill EYFS consists of a “maintained” nursery with a morning cohort of children. The maximum capacity of children able to attend each session is 48. The nursery is run by a teacher and three teaching assistants. Each key worker is responsible for a group of children. The morning session starts at 8:30 until 11:30 and children do not stay on site for lunch. Some children attend 5 morning sessions, this is classed as full time nursery (15hrs). Other children are part time, for example they only attend three morning sessions each week. Occasionally children attend two settings one of which may be Peters Hill, any eligible funding may then be split between the settings. There are usually two admission intakes, one in September and another in January depending on spaces already occupied. Children are admitted in the September following their third birthday, or (if places are available) in the term following their third birthday (ie January).

The reception unit is divided into three classes with 30 children in each one. There are three teachers, as well as teaching assistants allocated to support each class. Reception opens at 8:35 until 3:00 every day and children have lunch on site between 11:30 and 12:30. Children can be admitted to Reception from the September following their fourth birthday. An academic year is from 1st Sept - 31st Aug.

Please contact the school or email enquiries@petershillprimary.org for information regarding nursery funding or admissions into our EYFS setting.

4. Curriculum

Our early years setting follows the guidance as outlined in the 2021 statutory framework for the EYFS.

The EYFS framework includes **seven areas of learning and development** that are equally important and inter-connected. Three areas known as the prime areas are seen as particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The **three prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through **four specific areas**:

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

Peters Hill EYFS curriculum provides enjoyable and challenging activities that are based around the individual needs, interests and development of each child in our care. We are committed to securing a strong foundation for children's development in the three prime areas and provide a broad and balanced curriculum involving the specific areas of learning, which in turn strengthens the prime areas. Peters Hill staff are dedicated to **developing language and extending vocabulary** through the bespoke curriculum we provide.

We value all our children as individuals at Peters Hill Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that our children can achieve their Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. (Refer to Peters Hill Send Policy)

4.1 Planning

Peters Hill EYFS recognise the importance of planning opportunities that embrace **"The Characteristics of Effective Teaching and Learning."**

- 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.*

Our EYFS curriculum that is divided into 6 half term topics throughout the year which is also linked to key texts throughout nursery and reception. Teachers use the half termly topic plans and weekly texts to plan a series of adult led and adult initiated activities. Planned activities may also be linked to children's needs, interests or theme dependant on the time of year. We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members

of the community into our setting. Our continuous provision both indoor and outdoors is then set up as provocation for child initiated activities during “Learning Agreement Time.” These plans are monitored by the Assistant Head Teacher.

We implement the “Little Wandle” phonics program throughout the EYFS, as well as “Mastering Number” (NCETM) and White Rose Hub schemes for maths.

When planning, 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.

4.2 Teaching

The curriculum is delivered using a play-based approach as outlined by the EYFS 2021 statutory framework.

Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children’s play (LAT), early years practitioners understand the importance of those **back and forth conversations** with children in order to extend their understanding. At specific times of the day children are encouraged to explore the stimulating environments both indoors and outside which allows them to interact with children from other classes or key groups. Adult led sessions are taught in varying size groups throughout the day, both inside and outside and also involve play based activities.

There are daily phonics sessions planned from “Little Wandle”, as well as three planned reading sessions based on “fluency”, “prosody” and “comprehension”, using texts linked to children’s phonic knowledge. We also endeavour to foster the love of reading using real books and do so through a “Monday reading” session each week with parents, “Everyday a story” each day in class and a weekly class library book sent home to enjoy with family members. There are also daily math’s sessions using “Mastering Number” (NCETM) and “The White Rose Hub” schemes. Refer to the links at the bottom of the page. In planning and guiding children’s activities, we reflect as practitioners on the different ways that children learn and apply these to our practice.

5. Assessment

At Peters Hill, ongoing assessment (formative assessment) is an integral part of the learning and development processes. As part of our daily practice we observe and assess children’s learning to inform our future teaching plans for children’s next steps of development. We upload photo, video and written observations of what children learn and how they learn, onto an online learning journey called “Tapestry”. Each child’s development and progress is tracked over time and then discussed with parents throughout the year.

Evidence from children’s tapestry accounts and teacher judgements are used to inform summative assessments for each child on the school “excel” system. There are four data entry points each year which include, September, January, March and June. Each child’s progress is tracked and monitored throughout the EYFS by the AHT and key worker during pupil progress meetings. The AHT will use the “excel” data to look at data trends and implement any interventions required.

In September 2021 all children attending the reception year group are required to complete a “Reception Baseline Assessment RBA”. This will be delivered within the first six weeks of a child starting school and is completed on a 1-1 basis with a familiar adult. The results are recorded online for a national database.

At the end of the EYFS, staff complete the EYFS profile EYFSP for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting “**expected**” levels of development
- Not yet reaching expected levels (**‘emerging’**)

For a child to achieve a “**Good Level of Development (GLD)**” by the end of the reception year, they must have achieved “**Expected**” in PSED, Communication and Language, Physical Development, Literacy and Maths. These results are then reported to the Local Authority who in turn report data to the relevant government authority.

Within the final term of Nursery and Reception, we provide the parent’s with a report based on their child’s development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgments with the teacher in preparation for the preceding year. For transition purposes these reports are also shared with the next Reception or Year 1 teacher and dialogue between current and future key workers is allocated in order to discuss the development of the child. This information is used to plan activities in the next academic setting for the child.

To ensure key worker assessments are accurate Peters Hill complete rigorous moderation meetings throughout the year both internally and externally.

6. Working with parents

We want every child to feel safe and confident here at Peters Hill Primary School and understand the importance of developing a special relationship with a key person for the child to thrive. We create a welcoming environment where children settle quickly, providing individual care to the child by working closely with parents.

We recognise that for some children and parents, starting a new setting can be a worrying time. We make sure we have robust settling in procedures and a key person approach for us to get to know the child and parents, giving them the reassurance to feel safe.

As outlined in the EYFS 2021 statutory framework.

“Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.”

It is the responsibility of the key worker to help the child to settle into the setting and become confident and familiar with their new surroundings. The key worker is also responsible for completing the child’s learning journey and end of year report. They are the main point of contact when liaising with parents and have a duty of care to keep parents well informed.

We aim to work in partnership with parents based on establishing trusting and respectful relationships with a two-way flow of communication to meet the child’s needs and achieve the best possible outcomes for all. In the EYFS, working in partnership with parents is a key principle of effective practice. We recognise the importance of having the following systems in place to establish and maintain communication between home and school.

- Before the children start, we obtain relevant admission/permission forms. We ensure all the information is kept up to date and in line with GDPR regulations. Parents are also provided with the parent handbook.
- During the settling in period we offer “Stay and Play” sessions. This enables parents to visit the setting with their child so children can begin to become familiar with the staff and the new environment. Parents can then talk about their visit at home to help children make a smooth transition into the setting.
- In Sept all EYFS staff implement home phone calls. This enables parents to discuss their child’s needs and interests in private before they start the setting. Nursery and Reception

teachers also contact outside nurseries to gather information in order to support children's transition into school. (*refer to home visits policy*)

- In July before children start the setting we offer introductory parent meetings in the large hall. This is led by the AHT and gives parents an opportunity for parents to ask questions and meet EYFS staff.
- Once children start school, parents and key workers are regularly involved in informal/formal conversations at the beginning and end of the school day.
- The school office will use of phone calls, text messages and new letters to keep parents informed.
- The EYFS offer a daily, 30 minute Learning Agreement Time (LAT) whereby families are welcome to attend the setting and engage in various play-based activities. Parents are briefed on the "code of conduct" before entering the settings.
- Class Blogs keep families up to date with the learning experiences children have been involved each week and inform parents about games and activities they could do at home to support their child's learning.
- Class emails are also available for parents to contact the key worker directly, although replies will revolve around teaching time.
- In the Autumn term we have a 'Meet the Teacher' session to discuss how the child has settled in.
- In the Spring term we have a formal parents meeting to talk about the child's progress with the parent, and together discuss the child's needs and learning priorities.
- In the Summer Term we send out school reports.
- Throughout the year we also seek to enhance parents understanding of teaching and learning in the early years, by inviting parents to attend relevant workshops, including phonics and reading to support the continuity and progression of children's learning between the setting and home.

By operating a key-person approach it helps to establish close relationships with the parent and child, talking openly with parents to meet the needs of the child and to pass on information about home, new interests or share concerns. The key person supports parents and/or carers in guiding their child's development at home and also helps families to engage with more specialist support, if appropriate. By working closely with parents we can identify and support those children who have specific needs. If a child is identified as needing additional support in the setting, parents are consulted throughout the process.

At Peters Hill we actively seek parental support and recognize the importance of confidentiality and privacy at all times. If a parent raises a concern or complaint, the complaint procedure is followed. (*refer to complaints policy*)

7. Safeguarding and welfare procedures

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

7.1 Safeguarding Procedures

Refer to Peters Hill Safeguarding Policy

7.2 Welfare Procedures – Accidents and Injuries

Refer to Peters Hill Health and Safety Policy

Refer to Peters Hill First Aid Policy

Refer to Peters Hill Supporting Pupils with Medical Conditions Policy

7.3 Welfare Procedures – Behaviour

Refer to Peters Hill Behaviour Policy

7.4 Welfare Procedures – SEND

Refer to Peters Hill SEND Policy

7.5 Welfare Procedures – Toileting

Refer to Peters Hill Intimate Care Policy

As outlined in the statutory guidance, PSED “Managing Self”, we are responsible for teaching children how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

At Peters Hill Primary School, we aim to meet the needs of all our children and promote their welfare. We recognise and assist children with intimate care where needed, and ensure that the children are treated with courtesy, dignity, and respect at all times. Due to the developmental stages of the children that we work with, we support them with their personal care: supporting children with toilet routines, hand washing procedures, changing clothes, dinner time sessions etc...

On some occasions, children come to our setting in nappies. We support children sensitively and with dignity in this matter. Also, from time to time some children will have accidents and need to be attended to. Parents are asked to supply a bag of clean clothes for their child in a bag to be hung on their child's peg. However, a supply of spare clothing is available if necessary and parents are asked to return them as soon as possible. If a child has needed help with meeting intimate care needs (had an accident). This is treated as confidential and shared with the parents in person at the end of the day. If a child requires regular assistance with intimate care or has a specific medical condition then together the SENCO, parents and key worker will write a “personal care plan” so that relevant procedures can be put into place to support the child.

7.6 Welfare Procedures – Food and Drink

We recognise that snack and mealtimes are an important part of the child's day. It is a social time for children to enjoy food. We aim to provide healthy, balanced, varied and nutritious food and drink to meet the child's needs and encourage them to develop and promote healthy lifestyles and well-being throughout their life. We meet the welfare requirements outlined in the EYFS 2021 statutory framework on food and drink:

‘Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.’

(Please note only Reception age children are eligible to stay on site during dinner times)

Dinnertime

Before a child starts here at Peters Hill Primary School we find out from parents their child's special dietary requirements, including any cultural, religious or medical reasons; preferences or food allergies. Parents complete admission forms containing this information, and discuss with the key person, their children's dietary needs. This information is then shared with the relevant persons,

including the school cook, teaching assistant and SENCO. We regularly consult with parents about children's dietary requirements that have changed. The relevant forms are then updated.

Each Reception class have an allocated dinner lady and the children have their own separate lunchtime playground. Children have a daily choice of either a "Free Hot Dinner", or they can bring their own packed lunches. The "Hot Dinner" menu can be accessed on the school blog and is based on a three weekly rolling program. Children with special requirements are catered for, such as vegetarian options are provided daily. Parents may wish to send children with their own packed lunch. However, the school promote healthy choices and ask parents to be mindful of what they send in lunch boxes, avoiding any food containing nuts. Staff also discuss sensitively with classes the importance of not swapping foods during lunchtimes.

Snack and meal times are treated as a social event to develop healthy practices whilst maintaining good food hygiene. During lunch, children are supported by a regular dinner lady who encourages a positive eating experience. The children have a choice of food and drink and practitioners encourage children to make their own choices and talk to them about their decisions. At lunch, the school cook serves the children after they have made their choice. They are all encouraged to eat their lunch with a knife and fork.

We are aware that some children may not want to eat what is provided. However, we do find that when children are sitting with their friends, they like to eat what their classmates are eating. If children's food intake/diet is cause for concern or limited, we speak to the parents to cater for the child's preferences and gradually expose them to more foods.

Snack time

There is a designated snack time each day where children are provided with fresh fruit and vegetables, milk and water. Children are trained about how to eat and drink appropriately within their own setting with the support of early years' practitioners.

Children (and staff) are also asked to bring a refillable, labelled water bottle that they can access throughout the day and refill in our water fountains. We encourage parents not to send "juice" in these bottles as a drive to support the prevention of tooth decay by limiting sugary drinks. We also ask parents to donate a book for birthdays rather than send sugary sweets.

As part of the curriculum we discuss healthy practices, including the need to drink water after physical exercise, hot weather. We also discuss healthy eating. We help children to understand why some foods are healthy and others are not. Children participate in cooking activities and gardening. They try foods from a range of cultures (respecting parental views and taking into consideration children's dietary requirements).

7.7 Welfare Procedures – Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. During the summer term the nursery children visit the reception unit in small groups with their key worker to become more familiar with the setting and staff. The reception children will also experience visits to the year 1 unit during this time. Extra provisions are put into place for children who may require more support when moving settings.

In the final term in Nursery, Reception and Year 1 teachers will meet to discuss each child's development against the Early Learning Goals and the Characteristics of effective learning, in order to support a smooth transition from one year group to the next. Discussion helps teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

<u>Statutory policies or procedures for the EYFS</u>	Where can it be found?
EYFS Statutory Framework 2021	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness or medical accidents	See supporting pupils with medical conditions policy See first aid policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See emergency evacuation 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 general complaints policy
Procedure for toileting	See Intimate Care Policy
Procedure for behaviour	See Behavior Policy
Procedure for supporting children with additional needs	See SEND policy.
Procedure for home visits	Home Visits Policy (safeguarding policy)

Important EYFS documents	Where can it be found?
Development Matters (non statutory guidance)	• https://www.gov.uk/government/publications/development-matters--2
Birth to 5 Matters (Non Statutory Guidance)	• https://www.birhtto5matters.org.uk/wp-content/uploads/2021/04/Birhtto5Matters-download.pdf
What to expect in the Early Years Foundation Stage: A guide for parents.	• https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf

Important EYFS documents	Where can it be found?
Letters and Sounds Little Wandle (Phonics N-Y2)	• https://www.gov.uk/government/publications/letters-and-sounds. • https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes
White Rose Hub (Maths)	• https://whiterosemaths.com/