

EYFS Policy



Early Years Foundation Stage Policy

Feb 2023

Review date:

Jan 2025

Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who are in the Nursery (2 years +) and Reception classes. The term 'parents' is used as shorthand but includes other carers responsible for the child.

We adhere to the statutory framework of the EYFS and the four guiding principles that shape the practice within the setting:

The EYFS Principles

The EYFS applies to children from birth to the end of the Reception year. In our school, children may join our nursery at any time in the academic year through our school office from age two. To apply for a place in Reception, parents must apply centrally, through the Devon County Council (Citizens portal). This application opens Mid November - Mid January for a place starting in the September following their fourth birthday.

The EYFS Curriculum

There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and inter-connected. There are three *prime* areas that are crucial for igniting children's curiosity and enthusiasm for learning and for expanding their capacity to learn. These are:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

There are then four specific areas through which the three prime areas are strengthened and applied. These are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

The EYFS is based upon four principles:

- **A Unique Child** - *every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured*
- **Positive Relationships** - *children learn to be strong and independent through positive relationships*
- **Enabling Environments** - *children learn and develop well in enabling environments with teaching and support from adults, 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.

- **Learning and Development** - *Children develop and learn at different rates.*

Intent for EYFS

Sticklepath Community Primary Academy / Eden Park Academy

‘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. ‘

Communication and Language Educational Programme – Statutory Framework September 2021

At Sticklepath Community Primary Academy we expect that every child will leave the Early Years with a wide range of vocabulary, the ability to interact with both their peers and adults and will be able to enunciate sounds at an age-appropriate level.

We achieve this through:

- A language-centred curriculum built around research and pedagogy to meet the needs for all of our children.
- A spiral curriculum based on Bjork’s research on spacing and interleaving.
- Schema development through attaching new learning onto previous learning (hooking back)
- Use of Blank Language Levels to inform the pitch of adult-child interactions and questioning level (Nursery lead completed Eklan training July 2022)
- Robust assessment systems which all have a formative value.
- Spine of key texts which link to concepts taught through the language led learning approach.
- Intellectual progression layered across the curriculum.
- Learning environment and provision linked to the language-centred curriculum to provide greater impact through adult-child interactions.
- Skilled modelling of vocabulary and appropriate interactions (blanks) by staff

- Supporting parents to understand how to best support their child's vocabulary and language development through weekly updates

Planning - Our Curriculum

In our Nursery we have created a curriculum called Language Led Learning (LLL).

At Sticklepath Community Primary Academy, we recognise how important it is to develop a child's vocabulary as early as possible. Research shows that those children with larger vocabularies by the age of five show greater academic success throughout their time in school and in later life.

Our aim within the nursery is to ensure that our children develop a wide vocabulary whilst with us and to provide the children with a vocabulary-rich learning environment, and one of the ways we provide this is via weekly concepts.

We have identified a list of **key concepts** and have created a list of **age-appropriate vocabulary** for each concept. Each week our planning is based around the language for one of these key concepts. The texts, provision and learning provocations are planned to enable frequent modelling and use of the concept language through high quality interactions and planned teaching opportunities.

Concepts are revisited each term to support children's language development by building upon the prior understanding and experience of the concept language covered previously.

In Reception, the children begin the year with our LLL approach. This provides a hook back for children who have attended our Nursery. For children who have not previously attended our nursery and learned through a language led curriculum, it provides the vital base for the following Reception curriculum to build upon. The subsequent Reception curriculum has clearly defined progression of knowledge, skills and vocabulary in each of 7 areas of learning. We focus on key concepts and weave the intellectual progression of similarities, differences throughout the curriculum. It also provides the building blocks for Year 1 and beyond. Long, medium and short term planning provide evidence of the above but also provide flexibility within the curriculum to adapt according to the needs of individuals and the class. Planning is adapted based on each child's ongoing formative assessment. The progressive curriculum has clear end points and assessment points at key points across the year which form the basis of adaptations.

Assessment

Nursery - As a general guideline within the Development Matters, the children in Caterpillars are working within the birth to 3 band and the Butterflies are working within the 3 - 4 year olds band.

Children's verbal reasoning skills are tracked throughout their time within the nursery using Blank Language Levels (™). This ensures that practitioners pitch their interactions at an appropriate level to each individual child.

Reception - The statutory assessments in Reception are the Reception Baseline Assessment

(RBA - First 6 weeks of the Reception Year) and the Early Years Foundation Stage Profile (End of June). Further details of these two statutory assessments are described below. We also use the RBA in a formative way to target individual gaps in the initial term of Reception. Formative assessment is embedded in the everyday culture of Reception. It takes the form of observation, whole class, small group and individual interactions. Children are also assessed on a half termly basis against the taught content. Analysis of these assessments form actions and adaptations for whole class and at an individual level to ensure all pupils “keep up” with the progressive curriculum.

At the end of the Reception year, each child will be assessed against the national standard of the 17 Early Learning Goals (ELGs) forming the Early Years Foundation Stage Profile. Each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below.

The teachers will record each child’s level of development against the 17 ELGs as either **emerging** or **expected**. The profile is then completed with a brief commentary of the child’s skills in relation to the three key characteristics of learning (playing and exploring, active learning, creating and thinking critically). We provide a written summary of these judgements for parents. We also give parents an opportunity to discuss these judgements with their child’s class teacher.

The Wider Context

We meet regularly with other local schools to share best practice and to double-check our judgements when assessing children. This also ensures that children who join us from other settings have accurate assessment data. The link with these schools also helps us to strengthen the continuity for families who join us from them.

Admissions into the Early Years

At Sticklepath Community Primary Academy in our Early Years, we have provision for children from 2 years through to 5 years. This is organised into:

- We have one **Nursery class** for 2-4 year olds which can accommodate a maximum of 26 children at any one time. This is run by a class teacher and Early Years Practitioners.
- We have two **Reception Classes** for all 60 children. Each class has a class teacher and at least one additional Early Years Practitioner.

Please note that places given in the nursery in accordance with our admissions policy and over-subscription criteria. If we do not have a space available, we run a waiting list which you are more than welcome to join.

Induction and Transition - Home Visits / Nursery visits

Nursery

Families are invited to complete a note of interest form for their child to be added to the nursery waiting list. Parents are encouraged to view the nursery through an informal visit. Once a place becomes available, parents must fill out a parent declaration form and a confirmation of sessions form and are required to pay a deposit of £25. Once this paperwork is received, the school Office will book an induction meeting where the family and child will have the opportunity to meet their child's key worker and go through key information about the nursery. Once this induction has taken place the child will be able to start attending the nursery. The deposit will be returned to the family after the first month of attendance.

Children from the nursery will visit the main school site regularly throughout the year so that it becomes a familiar environment to them. Weekly visits to the Forest School site, the library and to the outside areas are a part of the nursery routine. In the summer term, these visits are increased so that those children who will be starting school the following term to support their transition into Reception.

Reception

Transition to Reception begins when we receive our initial allocations list for September, which is shared with school in Mid April. Parents will receive an email from the schools EYFS leader by the end of April, outlining the transition process. Further details are shared via email following the completion of the appeals process, which is completed by mid May. From this point, we have a confirmed list of who is starting Reception at Sticklepath Community Primary Academy in September. Our successful transition begins with online videos to make children familiar with key adults and spaces they will experience when they visit. Staff visit our local nurseries to visit children in their settings and home visits can also be requested. Children then visit us at school for a transition session and further videos support transition over the summer to prepare children for a successful start in September.

In the final term in Reception, the Year 1 teachers will meet with the Early Years staff and discuss each child's development as measured against the Early Learning Goals in order to support a smooth transition to Year 1. There is a robust transition process over the last 6 weeks of term which supports the children feeling confident moving on to a new teacher in a new environment and the staff feeling confident in knowing the needs and next steps for their new class.

Parental Involvement

Parental involvement is part of the partnership on which our early years are based. Parents can be involved in our Foundation Stage in a variety of ways:

- Parents are kept informed of the learning that will be taking place each week through Tapestry an online learning platform. Parents will receive suggestions for how they may support their child with this new learning at home.
 - All parents are encouraged to share learning from outside of school using the Parent Share feature on Tapestry Journal.
 - Parental support will be positively encouraged and welcomed. This support may involve interacting and working with children while they are engaged in activities within school or at home.
 - Parents are invited to join us for academic trips
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- The education of our children is a partnership based upon a high level of trust and communication; a partnership within which our children can develop to their full potential.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and the following set procedures when children become ill or have an accident.

There is always a practitioner in the nursery and the Reception who is paediatric first aid trained.

Staff are able to administer medication when required once parents have completed the required paperwork and in rare cases, when necessary training has been provided.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the 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. In doing so, we work closely with parents and outside agencies to support children's development. Where appropriate we involve health and social care professionals, Nursery Plus, the Communication and Interaction team, speech and language, family support workers and other members of the local community. We have a diverse school and we actively promote community cohesion. See our separate school policies on accessibility, safeguarding and inclusion.

Ratios

The School will ensure that staff levels within the Early Years setting comply with statutory guidance and can meet the needs of the children. This is to provide suitable levels of supervision and keep them safe. Children will be kept within sight and hearing at all times. The EYFS Leader will oversee all EYFS Provision.

For the Caterpillars (Two Year Old Provision):

- There will be at least one member of staff for every 4 children.
- At least one member of staff will hold a full and relevant level 3

qualification. For the Butterflies (Three and Four Year Old Provision):

- There will be at least one member of staff for every 8 children.
- At least one member of staff will hold a full and relevant level 3 qualification.

For Reception:

- Our cohort size is limited to 60 pupils (equivalent to two lots of 30 children).
- Each class will be led by a qualified teacher, supported by suitably qualified support staff.

Statutory Assessments

We undertake developmental checks on all children, where possible, by the time they are 2 years 6 months. The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

The aims of the progress check are to:

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents at an agreed time so as to ensure they have a clear picture of their child's development.
- Enable us to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with or referring the child to other professionals where appropriate).

The progress check will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting. This will normally be the child's Key Person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

The progress check will:

- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where necessary).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments.
- Explain how the child's future learning and development will be supported in the setting.

The setting will allow a settling-in period for the child so as to enable their Key Person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check.

If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.

If a child has a period of absence or irregular attendance or attends for limited sessions, then parents or carers will be contacted and the relevant attendance protocol followed.

Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the statutory two year old health and development review. (Note: If the child has already had the health visitor conduct the two year old health check, the setting is still required to carry out the EYFS two year old health and development review.)

Children attending more than one setting or changing settings

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's Key Person at the setting where the child spends the greatest amount of time each week. However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

Preparing the progress check for a child with identified disabilities or special educational needs

If the progress check is for a child with an identified disability, medical need or special educational need, the setting will take into account if the child is already being supported by other professionals. If so, the setting will agree with parents how the views and contributions of those professionals should be sought. The focus will be on what the child can do, their unique and

individual characteristics and their development to date, rather than describing their development purely in terms of their need or disability.

Information sharing

Our admissions pack contains a written consent section to enable us to contact previous settings or other health professionals to find out more about the needs of the child and what support they have received. During the settling in period, the setting will ask to obtain the child's health visitor contact details. The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

Reception Baseline Assessment

The Reception Baseline Assessment is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills when they begin school. This must be completed within 6 weeks of each child starting school in Reception. If a child joins mid-year from another country or another school and did not take part in the Reception Baseline Assessment, then we will assess them within 6 weeks of starting with us at Primrose Hill.

The Reception Baseline Assessment is carried out by the class teachers using an online program using an ipad or a laptop, one-to-one with each child. Once the Reception Baseline Assessment has taken place and it has been input into the online program, it will provide a helpful snapshot of where each child is when they enter reception, so they can be supported in the most appropriate way.

The main purpose of the Reception Baseline Assessment is to create a starting point to measure the progress schools make with their pupils. The data from the assessment will only be used by the Department for Education when each child has reached the end of year 6, to provide the baseline to measure the progress of each child's year group from Reception to Year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, teachers, or external bodies, including schools, and there will be no published scores at pupil, school or national level.

The Early Years Foundation Profile

The EYFS profile assessment must be carried out in the final term of Reception in which a child reaches age 5, and no later than 1 July in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their child's development against the Early Learning Goals (ELGs) and the characteristics of their learning.
- Support a smooth transition to Key Stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers.
- Help the Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

The EYFS profile provides an accurate national data set relating to levels of child development at the end of the EYFS. The DfE uses this to monitor changes in levels of children's development and their readiness for the next phase of their education both nationally and locally (school level results won't be published in the performance tables).

At Primrose Hill, we begin by assessing a baseline on entry to Nursery and Reception within the first 3 – 6 weeks. This is reviewed termly as part of our School Assessment procedure.

In the final term of Reception, teachers must review information from all sources to make a judgement for each child, for each ELG. The judgement must say whether the child's learning and development is:

· Best described by the level of development expected at the end of the EYFS (expected) ·

Not yet at the level of development expected at the end of the EYFS (emerging) ·

Beyond the level of development expected at the end of the EYFS (above expected)

Safeguarding within Early Years Settings

Please see our School Safeguarding Policy

Other Policy Requirements fall under other general policy arrangements:

E-Safety

Data Protection

Outdoor Visits

Health & Safety

SEND

Intimate care

Behaviour

Equality

Exclusion

Complaints

Attendance

MANAGEMENT ARRANGEMENTS

The EYFS Leader in conjunction with the Head Teacher is responsible for reviewing the effectiveness of this policy.

All Staff are responsible for implementing procedures outlined in this policy.

Senior Leadership Team

March 2023

Review Date: January 2025

DISSEMINATION OF THE POLICY

The policy will be shared to all members of staff and copies will be available for parents, including via the school website.