

# Early Years Foundation Stage (EYFS) policy

## Woore Primary and Nursery School



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| <b>Approved by:</b>        | Michelle Ward<br>(Headteacher) | <b>Date:</b> 11.10.23 |
| <b>Last reviewed on:</b>   | 11.10.23                       |                       |
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## Introduction

'Every child deserves the best possible start in life and the support that enables them to fulfil 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. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

### Statutory Framework for the Early Years Foundation Stage- 31 March 2021

## 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 \(EYFS\) that applies from September 2021](#) (updated September 2023)

## 3. Structure of the EYFS

At Woore Primary and Nursery School (WPNS) there is a separate nursery and a mixed Reception and Y1 class.

Within the nursery there is a nursery leader and two nursery assistants who work on a part-time basis. There are always two members of staff in the nursery each day. We offer the full 30 hours funded places for 3-4 year olds in addition to the funded 15 hours for other 3-4 year olds. Additional paid sessions can be added on as required subject to availability. We take children from 2 years, these places are charged per session of 3 hours at the prevailing rate.

Within the Reception and Y1 class the class teacher is supported by a teaching assistant for the majority of the timetable (this may vary according to pupil numbers and specific pupil needs). The staff work as a team and meet regularly to plan effective provision, prepare resources and review assessments for the EYFS.

The children have a variety of areas within the classrooms to support their learning, in addition to an attractive and secure outdoor area which the children have access to from the classroom. Pupils in nursery and reception have regular sessions whereby they share learning areas and mix with one another.

### Staff:Child Ratios

For children aged two:

There will be at least **one** member of staff for every **five** children.

For children aged three and over (within Nursery):

There will be at least **one** member of staff for every **eight** children.

For children who will reach the age of 5 or older within the school year:

There will be **one** Qualified Teacher for every **30** children (however in our small school this likely to be much less)

## **Induction into Nursery and Reception**

To ensure a smooth induction into the nursery setting a clear plan has been put in place to ensure that parents and children feel confident within their new surroundings and settle as quickly as possible. A separate 'Settling-in Policy' is available which covers the induction in more detail.

Children within the nursery setting and from class 1 integrate regularly and share both indoor and outdoor environments. This regular integration allows children to become familiar with their surroundings and become confident learners when moving between different spaces.

During the term prior to the children starting school, the nursery children make half day and full day visits to Class 1 as part of the induction process.

A parents meeting is led by the Class 1 teacher during the Summer Term to introduce parents/guardians to the school and reception procedures. Through this meeting the school's expectations and routines are communicated. The induction process and EYFS curriculum are also discussed. Parents/guardians have the opportunity to ask questions and voice any worries or concerns. Parents/guardians are provided with relevant reading material which gives advice for parents regarding preparing their children for school.

The foundation stage teacher conducts home visits to all parents and their children if they are happy to do so, which will enable the teacher to meet the new pupils on 'home ground'. This gives parents a confidential and informal visit in which to voice any concerns they may have about their child.

Records from the nursery setting follow each child into reception to inform the class teacher about the stage in each child's development and any other relevant information.

## **Reception to Year 1 Transition**

The transition from the Early Years Foundation Stage to Key Stage 1 runs smoothly due to the nature of the mixed age class. The teacher has a firm understanding of the children's needs by the end of the EYFS and is able to confidently plan their next steps in their learning journey. The children stay with the same teacher within the same class and have the advantage of learning from the older children within the class.

During the reception year the children become accustomed to many of the different routines and ways of learning as they are integrated with the Key Stage 1 children as far as possible.

## **4. Curriculum**

**The Early Years is based upon the following four principles:**

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applied from September 2021 (updated September 2023).

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 begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The prime areas are strengthened and applied through 4 specific areas:

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

The **specific** areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

### **Cultural Capital**

Cultural Capital in the Early Years Foundation Stage (EYFS) The term cultural capital has been added to Ofsted's new Education Inspection Framework (EIF), that came into effect on 1 September 2019. The framework states that Cultural capital in Early Years is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. A beautiful quote to sum up the aim of the incorporation of cultural capital:

*"An engaging curriculum should have secret doors in familiar worlds where children open doors into worlds they didn't know existed. This may or may not result in higher attainment, fitting puzzle pieces into gaps, but it will excite and engage them and plant a seed of curiosity in their future."*

Juliet Mickelburgh- Foundation Stage Forum.

## **4.1 Planning**

The Planning within the EYFS follows the 3 I's, Intent, Implement, Impact. Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work with reception and nursery children at WPNS are involved in this process.

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.

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. Provision is assessed daily to ensure enhancements are inspiring and are relevant and provide opportunities for challenge. 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 activities, staff reflect on the different ways that children learn and include these in their practice.

There are three stages of planning the curriculum:

### **Long Term Planning**

In the nursery, planning will sometimes have links to planning for reception children and whole school themes. Planning for the EYFS curriculum in reception generally runs alongside our Key Stage 1 two year rolling programme due to the nature of the mixed age class. Units of work covered in Key Stage 1 provide a framework for delivering the Early Learning Goals in each of the seven areas of learning.

### **Medium Term Planning**

We address particular aspects of the curriculum in more detail for each term. Within Nursery, pupils follow a range of themes across the year to ensure coverage of the EYFS curriculum at a suitable age/stage. Across the EYFS, we have a carefully planned progression map from 0-5 linked to Development Matters outcomes with clear termly end points. This ensures our focus is specific at each stage of the year and appropriate to age and stage of children's learning.

### **Short Term Planning**

We identify specific learning objectives and adapt activities to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational teacher assessment.

## **4.2 Teaching**

Effective teaching and learning takes place daily within our school through:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our nursery and the class one team.

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.

## **4.3 The Characteristics of effective learning**

### **Playing and exploring**

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development." Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to

think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

### **Active Learning**

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.” Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### **Creating and Thinking Critically**

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.” Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## **4.4 The Learning Environment**

### **Enabling Environments**

At Woore, we recognise that the environment plays a key role in supporting and extending the children’s development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning. We have recently been inspired by the work of Maria Montessori and also the theory behind this approach. Both the nursery and the reception class have started to implement aspects of this stepping away from plastic toys which may limit a child’s development and introduced natural and diverse resources to encourage the children to use their imaginations and take that roof off learning by creating awe and wonder on a daily basis. Each room uses their environments as another educator ensuring they are purposeful.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel safe, secure and confident, and are challenged to develop their independence.

Play takes place both inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. To ensure the safety of pupils, staff will conduct a risk assessment prior to pupils entering the outside area and also check that boundaries are secure.

### **The Learning Environment**

The classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet or rest. The classrooms are set up in specific learning areas, where children are able to find and locate equipment and resources independently. The EYFS has its own enclosed outdoor area which is shared between nursery and reception class, we believe that being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses, develop their language and be physically active. We plan activities and resources for the children to access both indoors and outdoors that help the children to develop in all 7 areas of learning.

The school values the use of the outside environment as an additional learning experience. We will aim to do this by:

- Providing resources that inspire children and encourage them to initiate their own learning.
- Providing an attractive, secure area in which to develop skills in all seven areas of learning.
- Using the large school grounds including the 'Forest School' area and pond.
- Using the trim trail and pirate ship to develop the children's physical abilities.
- Encouraging children to make choices and develop independence by having equipment and materials readily available and well organised.
- Including the local community and environment as a source of learning.

## 5. Assessment

At Woore Primary and Nursery 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.

Assessment in the EYFS takes the form of formal and informal observations. Staff use the electronic learning journal Class Dojo to complete 'snapshot' wow moments/ observations and photographs to demonstrate children using skills independently through continuous provision. Parents can access their child's Class Dojo via their own secure login details and are able to comment on activities they see. Parents can also upload their own photos and messages to inform staff of what their child is achieving at home.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. We then use this information to inform future planning.

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

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 ('expected')
- 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 parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- outlining the EYFS curriculum to parents/guardians during parent consultations, to enable them to understand the value of supporting their child's learning at home
- operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner
- inviting parents/guardians to help in the Reception class
- inviting all parents to an open evening/viewing of the school before their child starts in nursery or reception



- encouraging parents/guardians to read to and listen to their child read each night and to comment on reading progress in a home/school reading diary
- encouraging relevant learning activities to be continued at home and ensuring that experiences at home are used to develop learning in school
- discussing children's individual targets with parents/guardians at termly parents' evenings
- providing termly mini-reports and updates on each child's progress and development and an annual written report to parents/guardians.
- providing a report for the 2 year old progress check
- inviting parents to attend class assemblies where pupils showcase some of the work they have covered in class
- to invite parents to whole school special events and fundraisers throughout the year that encourage collaboration between child, school and parents

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.

## 7. Safeguarding and welfare procedures

At WPNS, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

The school's Designated Safeguarding Lead, Michelle Ward and Deputy Safeguarding Lead, Steven Davies are responsible for the safety and welfare of children across the EYFS.

### **In line with the EYFS statutory framework 2021, at WPNS we undertake:**

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medicine are up to date. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the parent and / or carer.
  - There is a designated safeguarding lead and a deputy safeguarding lead within the school who take responsibility to ensure that all pupils are safe at all times. We follow the government's statutory guidelines set out in "working together to Safeguard Children" (March 2015) and ensure inter-agency working if concerns about a child have been identified.
  - All staff have been trained in L1 Safeguarding Awareness.
  - A safer Recruitment Policy ensures that all staff are suitable to work with children.
  - Fresh drinking water is available at all times and healthy meals/snacks are provided.
  - Children's dietary needs are recorded and acted upon when required.
  - A first aid box is accessible at all times and a record of accidents and injuries is kept.
  - All staff are Paediatric First Aid Trained
  - A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
  - A fire and emergency evacuation procedure and policy.
  - A safeguarding policy which includes recruitment and whistleblowing
  - An online safety policy which includes camera and mobile phone use in school
- Staff have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015' and to the statutory guidance 'Keeping Children safe in Education'.



## **Ensuring the Safe and Appropriate Use of Mobile Phones and Cameras**

WPNS allows staff to bring in mobile phones for their own personal use. However, they must be kept in their lockers at all times or within the school office and are not allowed to be used in the toilets, classrooms or in the play areas at any time. If staff fail to follow this guidance, disciplinary action will be taken in accordance to WPNS staff code of conduct. If staff need to make an emergency call, they must do so either in the main or headteacher's office or within the staff room. Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the nursery/school grounds. There are digital cameras and i-pads available within the nursery/school and only these should be used to record visual information within the consent criteria guidelines of the local authority and the nursery/school. Members of staff may only contact a parent/carer on school approved mobile phones. Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

### **Use of Mobile Phones for Volunteers and Visitors**

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises. Mobile phones belonging to visitors must be kept in the school office for the duration of the visit or not brought on to the premises. If they wish to make or take an emergency call they may use either the staff room or the main/ headteacher's office. Neither are volunteers or visitors permitted to take photographs or recordings of the children without the headteacher's permission. Visitors to the school, such as work contractors must use the phone in the school office or return to their vehicles to make the necessary phone calls. Contractors from Shropshire Council may however use their phones as part of their work as agreed with Shropshire Council.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at WPNS. We take a mixture of photos that reflect the environment within the EYFS, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at WPNS understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

### **Suitable People**

At WPNS we ensure that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable (refer to 'Safer Recruitment Policy'). All practitioners are DBS checked.

## **8. Equal Opportunities**

At WPNS we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

For further information see Disability and Equal Opportunities Policy.

## **9. Related policies for Nursery pupils**

- Fees Policy and Procedure
- Taking Children on Trips and Car Journeys
- Nappy Changing and Toilet Training
- Food and Drink Policy

- Equipment and Resources Policy
- Procedures when a child leaves the group unaccompanied
- Non-collection of children policy
- Late Collection Charge Policy
- Admissions Policy
- Settling-in Policy
- Arrival and departure of children, adults and staff
- Record Keeping Policy
- Behaviour Management Policy
- Parental Involvement Policy

## **10. Monitoring arrangements**

It is the responsibility of the EYFS staff to follow the principles stated in this policy. The Head teacher and EYFS leader will be carrying out monitoring of the EYFS, outcomes will be fed back to the EYFS link governor.

The nursery manager and EYFS leader will be responsible for carrying out, peer on peer observations, supervisions and appraisals.

This policy will be reviewed and approved by the Early Years Leader/Headteacher annually.

## 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                                |