

Rivelin Primary School



Early Years Foundation Stage (EYFS) Policy

In April 2021 we updated our EYFS policy so that it refers to the latest version of the EYFS framework. We have been following the new EYFS Framework since September 2021.

Specifically, we have:

- Included references to the policy reflecting the latest version of the EYFS framework
- Included the requirement for pupils to take the [reception baseline assessment](#) during their first 6 weeks of reception
- Removed reference to the 'exceeding' judgement in the 'assessment' section
- Clarified that the EYFS profile should be moderated internally and in partnership with other local schools, as the DfE has scrapped external local authority moderation
- Included the new requirement to promote oral hygiene in the 'safeguarding and welfare procedures' section
- new definitions for the 'prime' and 'specific' areas of learning, and what the early learning goals cover.

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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 \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

Our EYFS setting consists of a 26 place Nursery and 2 Reception Classes who share a Reception Unit. All of the children in the EYFS share their own Outdoor Area which is an integral part of the EYFS provision.

Nursery Provision (YN)

We offer Universal 15 hours provision. We also offer 30 hours funding to children whose families meet the eligibility criteria. We offer a lunchtime session of 45 minutes which is additional to the funded hours and is chargeable.

No of Children	Age of Children	Staff	Ratio
26 places	3-4 years	Full time teacher (Job-share) Full Time TA	1:13

Reception Provision

No of Children	Age of Children	Staff	Ratio
Temporary reduction to 45 places	4-5 years	2 Full time teachers 1 full time TA (Job-Share)	1:30

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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 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. We use Development Matters as a planning framework in our EYFS. In The Moment Planning is a feature of our Nursery where we plan and assess around the needs and interests of the child, whilst still relating back to Development Matters to provide our long term milestones.

Staff 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.

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. Communication is central to our curriculum with a strong emphasis on teaching key vocabulary and engaging with children in quality conversations to promote their communication skills.

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.

Outdoor Learning is a key feature of our EYFS and learning opportunities are planned as much for the outdoors as the indoor environment.

In Nursery and Reception, we follow the Little Wandle scheme in phonics which is an accredited and DFE approved synthetic phonics programme. Children learn phonics from Nursery with our Foundations for Phonics framework. In Reception they follow a carefully structured and systematic series of lessons which are teacher led and last approximately 20 minutes per day.

In Reception we follow The White Rose Maths scheme of work and teach a 30 minutes maths lesson every day.

5. Assessment

In our EYFS, 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.

Reporting to Parents

Nursery

Each child has a termly meeting with parents to discuss ongoing progress and next steps for learning. When a child is **leaving Nursery to start school in September**, staff review their progress and provide parents and/or carers with a written summary (Report) of the child's development in the all areas of learning. This highlights the areas in which a child is progressing well and the areas in which additional support is needed. A transition document and the Report is given to the child's new school/teacher.

Reception

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
- 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.

Each child also has a termly meeting with parents to discuss ongoing progress (Autumn and Spring Terms) and an end of year Report which details progress in all of the areas of learning.

6. Working with parents

We recognise that children learn and develop well when there is 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 parent meetings and 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 (their teacher in Reception and a member of the Nursery staff team in Nursery). 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

A full EYFS Risk Assessment is carried out annually in January by N Leggatt and R Cocking, covering all aspects of health and safety in the EYFS and linked directly to the New Framework 2021.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

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 safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Leader/AHT Nicola Leggatt every 3 years.

At every review, the policy will be shared with the governing board.

Next Review April 2024

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