

Early Years Foundation Stage (EYFS) policy

Ledbury Primary School



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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

At Ledbury Primary School the EYFS department is made up of the Little Wrens Nursery and 2 Reception classes.

Each 3 hour Nursery session has 26 places for 3 and 4 year olds and 4 2 year old places. There is a full time Nursery teacher, 2 full time and 2 part time level three assistants. We currently have an apprentice working across the phase.

Parents are able to use up to 30 hours of NEF funding a week where applicable. Children in receipt of a golden ticket are also able to use this at the Nursery too. Current prices for sessions are £14.50 for 3 and 4 year olds and £16.50 for 2 year olds. There is an additional charge of £2 for the hour at lunchtime. Children can bring their own packed lunch or purchase a hot meal from the School's meal provider.

The Reception classes each have 30 places. There are 2 part time teachers and 1 full time teacher in these classes. The classes are each supported by a full time learning practitioner. 1:1 support assistants work across the phase where a child is receipt of the appropriate funding.

The EYFS has a large, extensive outdoor classroom and all children are able to free flow into this area during teaching time. This area is used in all weathers. The Nursery also has its own, separate outdoor classroom that is used by the children in the nursery where appropriate.

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 that enable all children to develop and learn effectively. In order to do this, staff working across the phase are expected to encourage and focus on the 3 prime areas which will feed into the development of the specific areas of learning.

The outdoor classroom is an integral part of the learning environment and is used extensively to develop all areas of learning but with specific focus on the development of the prime areas. Staff collectively plan this provision and regularly make contributions that ensure each area takes into account the individual needs, interests, and stage of development of each child in their care. This information is then used to plan challenging and enjoyable experiences for all.

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. Provision is adapted where necessary in order to accommodate children with additional needs.

In planning and guiding the children's activities, staff regularly reflect on the different ways that children learn and include these in their practice, adapting the provision where appropriate.

EYFS teaching staff have their PPA together and use this as an opportunity to plan and discuss the provision and learning opportunities within the phase.

Links to the community are maximised including visitors. These are planned to ensure all children are given exposure to a variety of learning experiences.

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 and language is a strong focus in the setting and all staff are aware of the need for purposeful and constructive interactions. Children are encouraged to engage in the give and return of conversation and staff carefully scaffold this.

Children throughout the phase have regular sessions in the Forest School area with a qualified leader.

The outdoor classroom is an integral part of the day and all children are encouraged to use it. Staff are carefully timetabled in order to enable rich learning experiences. Each of the areas of learning have clear learning outcomes thus enabling staff to maximise the teaching opportunities in each.

In Phonics, children are streamed across the phase and benefit from sessions that are developmentally appropriate for them.

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.

5. Assessment

At Ledbury Primary 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.

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.

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

Reception staff carry out their own baselines during the autumn term and use the results to help tailor planning and provision accordingly. Termly discussions will take place around those children who are currently on track and those who are emerging.

During the Summer term there are detailed discussions around each child when they begin school. These discussions between the Nursery and Reception teams include those who are on track and those who are not as well as additional needs and the needs of individual families.

In the autumn term all children in EYFS are assessed against the SALT programme, WellComm. The children are then grouped and a developmentally appropriate intervention is delivered if needed. Children are regularly reassessed throughout the programme to ensure progress. At Ledbury Primary School we have Speech and Language therapist on site each week and staff are able to make referrals where needed. She also offers help advice in ensuring a communication friendly environment.

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.

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 progress check 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. 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.

At Ledbury Primary School we use Tapestry to keep parents informed of teaching throughout the week and encourage them to share their experiences at home. Staff record stories for the children to watch at home and parents are sent useful links and ideas to help their children at home.

Parents are invited to attend early reading and maths workshops as well as stay and play sessions where they can spend time with their children and engage in the activities they are involved in.

Staff visit the children at home before they begin at the nursery and reception where parents are able to share information about their children with staff. Parents are invited to attend parents' evenings throughout the year to discuss progress and attainment.

At the end of the reception year teaching staff write a report for each child that is shared with parents and carers and Year 1 staff. Details of achievement, styles of learning and next steps are included.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years we teach all children the importance of a healthy lifestyle including how to look after their teeth. We talk to and teach the 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 safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the board of governors every three years.

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