

Stow Heath Primary School



Early Years Foundation Stage Policy

2023-2024

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Appendix 1 - List of Statutory Policies and Procedures for the EYFS

1.Aims

This policy aims to ensure:

- That children at Stow Heath Primary have the best start to their school education and leave Early Years as independent learners who are confident and have a love of learning.
- That every child will experience a broad and balanced curriculum that gives them a wide range of knowledge and skills needed to build the foundations of learning.
- Quality and consistency in teaching and learning, so that every child makes good progress and achieves their full potential.
- Close working partnerships between staff and parents/carers.
- That we celebrate our diverse multicultural community, through equality of opportunity.

2. Legislation

This policy is based on requirements set out in the statutory framework for the early years foundation stage for group and school providers (EYFS) that applies from September 2023.

3. Early Years Foundation Stage (EYFS) at Stow Heath Primary

Central to Stow Heath Primary School is our strong multicultural community, our school provides a positive and inclusive environment where diversity is valued and celebrated. In partnership with parents and carers we enable children to reach their full potential and have a lifelong love for learning as they continue their journey through school.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Stow Heath Primary School, children join Nursery the term after they turn 3. We allocate spaces for 66 children across 3-hour AM and PM sessions (15 hours). The Rainbows private nursery is an option for wrap around care when parents/carers need a full 30-hour provision.

Children join the reception class in the year that they turn five, we are a two-form entry school offering 60 full time places.

Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS Statutory Framework for group and school-based providers that applies from September 2023 and the seven key features that shape effective practise in Early Years.

- We provide high quality early education for all children, especially those from disadvantaged backgrounds. Our **inclusive practise** provides children with special needs and disabilities (SEND) with the extra support they need so that they can progress well in their learning.
- **High Quality care** is consistent, our effective practioners are responsive to children's needs and interests.
- A Language rich environment allows for children to develop higher level communication and language skills. The **ambitious curriculum** is sequential and builds children's learning over time.
- **Effective pedagogy** is used to **form enabling environments** for high-quality play, children experience a mix of group work and independent exploration which is built upon as children progress into Reception.
- **Accurate assessments** are used effectively to understand a child's development, these are used to move learning forwards and can highlight the need for extra support for children with special educational needs.
- **Self-regulation and executive function** skills are developed through language and pretend play. In order for children to learn how to focus their thinking, persist and plan ahead.
- **Parent partnerships** are made ensuring that every parent has the opportunity to give clear information about their child's progress.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

Planning

Our broad curriculum forms the basis of what children learn each term through a rich range of topics. Our medium-term plan then outlines the progression of key skills and knowledge we want the children to learn over the year. Flexible short-term plans then provide a sequence of lessons that allow children to develop skills through adult modelling and opportunities to practise and rehearse throughout the learning environment.

Our topic starts with us immersing children in high quality stories and texts. This forms the foundation for learning that follows, this also prepares them well for the reading and writing journey that follows from Reception onwards. We encourage children to share what they already know and incorporate their ideas into our curriculum offer.

Staff consider the stage of development for each child and use this information to plan challenging and enjoyable experiences. 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.

Our continuous provision supports children to develop their characteristics of effective learning, practitioners provide enhancements to our areas and flexible curriculum based upon children's interests and developmental needs.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and 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.

As children grow older, and as their development allows, the balance gradually shifts more towards adult led activities to prepare children for more formal learning, ready to be resilient learners in Year 1.

Assessment

At Stow Heath Primary, ongoing assessment is an integral aspect of learning and development. Formative assessment is ongoing through high quality observations and conversations with children, staff observe pupils both formally and informally to identify pupils' level of achievement, interests and learning styles. Staff also consider observations shared by parents and carers. Progress is shared throughout the year through verbal conversations, learning journals and parents' evenings.

All practitioners are involved in observing children against the Early Years Framework 2021 and the non-statutory Development Matters document. This takes place through engaging alongside children in their play, annotations of

children's written work, floor books and learning journals. Learning Journals record children's progress over the academic year in all areas of the EYFS framework alongside teacher knowledge of a child.

Within the first six weeks of a child starting Reception, staff will administer the Reception Baseline Assessment (RBA).

Summative assessment judgements are made at the end of every term, to track each individual child's progress and attainment. These assessments inform staff as to whether a child is meeting their expected developmental level and are on track, or whether children are not yet reaching expected levels of development and are working towards/ below. These assessments will form teaching and learning experiences for the following term, and better inform staff of how to support individuals.

At the end of the year the staff complete the Early Years Foundation Stage Profile (EYFSP) for each child. Pupils are assessed in all 17 areas to show whether they are meeting expected levels of development or are emerging to these goals. The profile is shared with parents and with Year 1 staff.

Evidence and judgements are moderated internally referring to the development matters guidance and statutory framework. Moderation also takes place in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is then submitted to the local authority.

Working with parents

We recognise the importance of establishing positive relationships with parents and carers and the positive impact this has on children's learning and

development. Parents have opportunities to attend workshops throughout the year in order to better support their child at home.

We value the role of parents as children's primary educators. Through regular and planned contact with parents and informal discussions at arrival and dismissal, staff encourage parents to share their unique knowledge of their child which contributes to a child's learning journey.

Parents are kept up to date with their child's progress and development, progress checks and the EYFS profile help to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities at the end of reception.

Each child is assigned a key person who helps to ensure that learning experiences and care are tailored to meet their needs. Teachers and the key person support parents and carers in guiding their child's development at home and helps families to engage with more specialist support, if appropriate.

Safeguarding and Welfare procedures.

Our Early Years Policy is to be viewed alongside

- Safeguarding policy and procedures.
- Statutory Framework for the Early Years Foundation Stage 2021.
- Intimate Care Policy
- Acceptable use policy

Through our Personal, Social and Emotional development opportunities we ensure to promote good oral health, as well as good health in general by talking to 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.

Transition

We understand the importance of key people and that the transition between year groups and phases can have a big impact to our children.

Children joining our school in EYFS will receive a home visit where parents and children can meet their teacher and key worker; we can also gather important information before a child starts school.

Parents will receive an information pack informing them of key times, events and any uniform they may need. Reception parents will also be invited to a starting school meeting where they will be able to ask any questions.

Children moving between year groups will have three afternoon sessions of transition where they will meet their new teachers. Key workers from nursery will accompany children to reception to ensure they feel safe and happy.

Professional conversations between year group teachers and Rainbow centre staff will allow for key information to be passed on keeping children safe in our care and shaping our initial assessments.

In September children will have a staggered start into school, enabling staff to get to know smaller groups of children in a calmer environment. Reception children will attend a full day and experience eating lunch at school alongside their teachers. Nursery children will be allocated their AM and PM slot which will be 15 hours a week. Parents will be invited in to drop their children off creating a phased arrival to ensure children are not distressed.

All New to Nursery children will receive a home visit and an information pack in the first week of September, before their staggered start into school. All children will attend school from the third week of September.

Children transitioning from Reception to Year One will be supported by their key worker; professional conversations around the new curriculum will take place throughout the year, to ensure year one staff are confident with the transition between curriculums.

Monitoring Arrangements

This policy will be reviewed and approved every year by the Senior Leadership Team alongside Assistant Headteacher and Early Years Lead, Lauren Davis.

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