

Early Years Foundation Stage (EYFS) Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was reviewed - **July 2024**

The policy is to be reviewed by - **July 2025**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office).

Early Years Foundation Stage (EYFS) Policy 2024 - 2025.

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

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](#)

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

At Drayton Parslow Village School and Mursley CE School, children join the Reception class in the September of the academic year that they turn five. Our Kingfisher's pre-school, based at Mursley CE School, takes children from the age of two years.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

Curriculum

We follow 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

Planning

Staff plan activities and experiences that build upon and extend children's knowledge, experience and interests, enabling them to develop and learn effectively. Planning for the youngest children will therefore focus on the three prime areas described above.

The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCO in order to access Special Educational Needs support.

Effective planning is informed by observations of the children to ensure we follow their current needs, interests and stage of development in order to provide challenging and enjoyable experiences. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Where a child may have a special educational need or disability staff seek specialist support and link with other agencies as appropriate.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At our two schools we support children in using the three characteristics of effective teaching and learning. These are;

- **Playing and exploring** - children investigate and experience things, and 'have a go';
 - **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
 - **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- (Taken from statutory framework for the EYFS 2021)

Teaching

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 15 children in each school.

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision and a balance of child-led and adult initiated activities. Outdoor learning is extended through weekly Forest School experiences.

The children learn and build their confidence through planned, purposeful play as they explore, relate to others, set goals and solve problems. Staff are guided by each child's emerging needs and interests, adapting activities and interacting warmly and positively in order to stimulate learning.

Towards the end of the Foundation Stage activities begin to focus more on essential skills and knowledge in the specific areas of learning to help children prepare for Year 1.

Assessment

Assessment at our two schools is on-going and integral to daily activities and planning. Staff spend time talking to children in order to gain a thorough knowledge of their interests and levels of achievement. This information is used to shape teaching and learning experiences for the child in a variety of ways; 'in the moment' as the activity unfolds and shared with other staff at weekly meetings to inform planning. Information and guidance for supporting learning at home is shared with parents and carers through discussion and the Class Dojo App. Information and observations from parents and carers about their children's progress play an important part in the process and are sought and encouraged through discussion and Class Dojo.

Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools SEN coordinator (SENCO), Rebecca Chapman-Hill, is called upon for further information and advice. Appropriate steps are taken in accordance with the schools' SEN policy.

Half termly summative assessments in phonics, reading, writing and numeracy are carried out in the context of normal classroom games and activities. These enable us to track the progress of individuals and identify and act upon any specific support needs.

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 Statutory Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the Statutory 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 as part of their end of year school report.

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.

Working with parents

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Home visits to talk to parents about their child before their child starts Reception.
- Staff visiting children at their preschool settings to play with the children and talk to their keyworker before they start Reception.
- Arranging weekly visits for our Pre-School children to spend time with their teacher during the Summer Term before they start school. Inviting parents to participate in initial sessions.
- Inviting all parents of pre-school children to a 'School Readiness' workshop at Kingfishers to provide support in the Prime areas (Communication and Language, Physical Development and PSED) early in the Summer term.
- Inviting all parents to an induction meeting towards the end of the Summer term before their child starts school in order to detail how we aim to work with their child.
- Inviting parents to a meeting within the first two weeks of starting school to share information on the teaching of phonics and reading and how parents can support this at home.

- Inviting parents to observe lessons, for example phonics and Maths Mastery, and to attend Stay and Play mornings.
- Encourage parents to become involved by volunteering in class or joining school trips.
- Encouraging parents to talk to the child's teacher or keyworker if there are any concerns. There is a termly Progress meeting for all parents at which the teacher, parent and child discuss progress and Next Steps. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Special events, celebrations and School Assemblies.
- Providing parents an opportunity to celebrate their child's learning and development by attending celebration assemblies.
- Giving parents the opportunity to be involved in planning.
- Communicating learning opportunities and ideas for supporting activities at home through Class Dojo.
- Sharing information with parents (2 way) using Class Dojo.
- By providing a quiet and confidential area where parents are able to discuss any concerns.
- 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. In reception the Key person will be the class teacher. 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.

Safeguarding and Welfare

In the Early Years we promote good health, including oral health, through planned and spontaneous learning opportunities.

Children are taught about the importance of a healthy diet and lifestyle. This includes the effects of eating too many sweet things and the importance of brushing your teeth. Safety of the children is given utmost importance. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At our two schools we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, and good oral health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Health and Safety

At our two schools there are clear procedures for assessing risk (see whole school risk assessment policy) 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.

In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2021, at our two schools 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 medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist.
- Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." At our two schools "a written record is kept each time a medicine is administered to a

child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2021)

- Children bring their own bottles of fresh drinking water which are available at all times
- 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 (see accident and injury policy). At least one paediatric first aider is always on site.
- The head teachers are the named behaviour managers for the whole school. (refer to Inclusions policy, behaviour policy, physical restraint policy)
- A health and safety policy and procedures which covers identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Children are encouraged to be aware of safety issues through conducting their own daily risk assessments of the environment.

Our self-guarding and welfare procedures are outlined in our safeguarding policy.

Transition

Settling into Kingfishers pre-school

- Parents and child are invited to visit Kingfishers to talk with the leader and staff and view the setting. They are encouraged to make as many visits as they would like.
- Parents receive a 'Welcome booklet' containing information and details of relevant procedures.
- On starting Preschool, the child is welcomed by their keyworker. An adult from home stays for the first session, and should be prepared to stay for further sessions if appropriate.
- The separation from parent is made as gradually and gently as possible, ensuring smooth transition into Preschool.

During the summer term, the following procedures have been put into place to ensure successful transitions for all EYFS children:

From Pre-school /Feeder settings into Reception classes

- Home visits are made by Reception staff to meet children and parents before their child starts at our schools.
- Parents of pre-school children are invited to a 'School Readiness' workshop at Kingfishers to provide support in the Prime areas (Communication and Language, Physical Development and PSED) early in the Summer term.
- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express.
- All up-coming children are invited to visit their reception class with and without parents during the summer term before starting school.
- Members of staff from our two schools make visits to feeder settings.
- Children at Kingfishers Pre School (our on-site pre-school) will have visits with their key workers into the reception classes where they get an opportunity to engage with the current reception children.
- Pre-school staff are invited to visit the children in their new school in September.

From Reception Class to Key Stage 1

- Children and parents are fully informed about the process of transition.
- During the summer term, parents of reception children are invited to Stay and Play in Year 1, and are able to meet Year 1 staff informally
- Children spend a morning in Year 1 during July.
- Reception parents are invited to a meeting informing them about the transition process and year one provision.
- Year One staff spend time working with and observing Reception children on a weekly basis during the summer term.
- Year One children prepare an information book which they share with reception.
- Reception children make an 'All about Me' book to take with them to year one on Transfer day to share with their new teacher.
- A transition meeting between reception and year one teacher enables information (including EYFSP) to be shared.
- An additional transition meeting is arranged for any SEND children.
- Reception staff visit the children in their new class in September.
- Children in Year One continue to have opportunities to learn through active play. Depending on the needs of the cohort and the location at which the class is based planned provision to enrich the curriculum is timetabled either alongside reception children or in their own classroom.

Continuity of Teaching and Learning from Reception Class to Key Stage 1

- During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- The Profile includes on-going observation, all relevant records held by the school, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or not yet reaching expected levels ('emerging').

- Reception and Year One teachers meet to discuss the final Profile report together with the commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.
- Year One teachers use the EYFS profile to build upon children's learning and ensure the EYFS curriculum is provided for those who have not yet met their ELG.
- Year One teachers provide a wide range of child-initiated opportunities, set up within an exciting and stimulating classroom environment,
- Year One teachers ensure that children continue to be active learners; particularly during Literacy and Numeracy sessions
- Reception and KS1 staff work together to transfer EYFSP information and to set up groupings for Literacy and Numeracy.

Monitoring Arrangements

This policy will be reviewed by the EYFS leader and approved by the Headteacher annually.

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

Lorna Sandmann (July 2024)