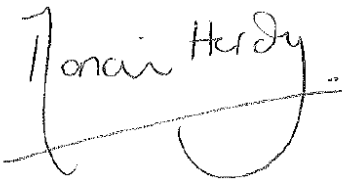


Drayton Green Primary School



Early Years Foundation Stage (EYFS) policy

Committee with oversight for this policy - School Improvement	
Policy to be signed off by the Chair of the School Improvement Committee	
Policy ratified and adopted by Full Governing Body	September 23
Policy / Document due for review	July 2024

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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
- Close partnership working between practitioners and with 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 DFE's [2023 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This framework is mandatory for all early years' providers in England from 1 September 20 (published July 2023).

3. Structure of the EYFS

As all children begin school with a variety of experiences and learning, it is the privilege of our Early Years team to work alongside parents to build upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers, and teachers work effectively together to support children's learning and development. Our staff use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

We aim to:

- Create a welcoming, secure and stimulating environment in which the children have the opportunity to become independent and engaged learners

- Consider various aspects of the child's development and provide opportunities for their social, emotional, physical and intellectual growth in a safe, enjoyable and supportive environment
- Provide a broad, balanced, relevant and creative curriculum that offers opportunities for children to learn through planned and child initiated purposeful play in all areas of learning and development
- Foster good relationships with parents and carers, where they feel valued and are able to actively contribute to and participate in school life
- Enrich the overall development of each child encouraging them to be confident, independent and to initiate their own learning
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs
- Promote and celebrate achievement across all areas of the EYFS curriculum.

We currently have two nursery sessions running each day- one morning session (8.45-11.45) and one afternoon session (12.15-3.15). We also offer full time sessions for eligible working families, which allows an additional 15 hours' childcare making 30 hours in total per week. Full time sessions are also available for parents, not eligible to the additional hours scheme for an additional cost. Full time sessions run from 8.45 until 3.15.

- Nursery Teacher: Miss Gharoo, Nursery Nurse: Miss Naoum and Mrs Omoniyi

We currently have two Reception classes, each run by a class teacher with each having a full time Teaching Assistant. Reception Class doors open at 8.45 and end of the day is at 3.15. We have open door sessions both in the morning and afternoon for parents to have brief discussions about their child i.e. if they have an up-coming appointment, haven't slept well or any other information which may affect their child and/or the teacher that day. For more detailed discussions, parents can arrange to meet with the class teacher at a time that suits.

- Reception Teachers: Ms Jenkins (EYFS Leader) and Miss Aladag
- Reception LSAs: Mrs Khan and Ms Sotodeh

Key person: Each child is assigned a key person, their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

4. Curriculum

Our early years setting follows the curriculum as outlined in the newly reformed 2021 statutory framework of the EYFS.

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

Good planning is the key to making children's learning effective, exciting, varied and progressive and the EYFS allows itself to truly encompass all of these things. We believe that effective learning builds on and extends what children know and can do.

Medium Term Planning and Curriculum Coverage: Medium term planning provides an overview of the adult initiated topics and themes that take place over the period over each term – Autumn, Spring and Summer. Nursery, Reception and ARP1 staff teams have chosen a selection of texts which create half termly topics, these are developed through CLPE. These texts are used to form the basis of weekly planning; however, practitioners show flexibility and actively encourage the incorporation of children's interests and developmental needs.

Weekly Planning: At Drayton Green we identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual and whole class interests, as well as for revision and modification, informed by ongoing observational assessment. These are working documents and therefore allow practitioners to edit and modify intended teaching and learning, as well as incorporate the 'child's voice' - child initiated ideas are noted down on planning formats throughout the week and the classroom set up of activities reflects this. Wherever possible, the planning focus is supported by one adult, while the other adult is engaged in supporting and extending self-initiated/active learning. Flexible planning is also required in order to allow children to complete/follow a particular line of interest or line of enquiry. In addition to planning for children, it is also necessary to plan time for adults to observe children, reflect on what has been observed and reach conclusions about where to go next. In planning and guiding children's activities, practitioners 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. Practitioners 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 towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Drayton Green 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. Practitioners also take into account observations shared by parents and/or carers.

Assessment of children's progress and attainment is extremely important, it is through a variety of assessment methods we use at Drayton Green that a bigger picture about individual children, specific focus groups and cohorts as a whole, can be developed. This information is used to plan and implement effective and purposeful activities and lessons to further each child's knowledge and understanding- leading to a good level of progress and attainment by the end of their time in the EYFS.

At Drayton Green we use a variety of assessment methods:

- Assessment based on observations of the children and their responses to a variety of observations
- Pupil voice - Sharing observations with children and their parents, e.g. photographs, looking at work together, talking with children and their parents about what they enjoy doing, find difficult. Notes of their comments are taken and added to their learning journey profiles as a point of reflection
- Parent voice - Parents contribute to their child's assessment by completing 'WOW' cards- detailing what their child has done at home to make them say "Wow".
- Child Initiated Learning - Ensuring planning includes children's views and interests and acknowledges the learning that still needs to take place

5.1 Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This is a short, interactive assessment which has been designed to take around 20 minutes. The six-week assessment period applies for autumn, winter and summer intakes, or any pupil that joins a school mid-term and hasn't previously taken the RBA.

5.2 Assessment at the end of Reception

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. To this end we make systematic observations and assessments of each

child's achievements, interests and learning styles. We then use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

Each child's level of development is assessed against the early learning goals (above). Practitioners will indicate whether children are meeting expected levels of development:

- Emerging, not yet reaching expected levels of development for age
- Expected level of development for age
- Exceeding, beyond expected levels of development for age

Year 1 teachers will have access to the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These will inform transition meetings between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities at the start of Year 1.

5.3 Transition to Year 1

- Reception and Year 1 Class staff meet during the second half of the Summer Term to share EYFS assessment information in order to plan a suitable transition for children into Year 1
- Individual children's Learning Journey profiles are discussed in order to personalise learning and individually tailor a Y1 curriculum where required
- Bug Club Phonics is used as a platform to deliver phonics and continues into Year 1 and Year 2.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At Drayton Green we recognise the importance of strong home/school links and when parents/carers and staff work together, 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.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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

- The effects of eating too many sweet things
- The importance of brushing your teeth.

Our safeguarding and welfare procedures are outlined in our child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the chair of the Governors' School Improvement Committee every year or as required by law.

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

9. Concerns and complaints

If parents/carers have concerns they should always be raised even if they are low level. They can speak with a member of the EYFS team or the Headteacher. If the complaint is of a more serious nature, parents can use our complaints policy (see website) where it will be addressed in a timely manner.

If parents have concerns that the school is not meeting the requirements of EYFS 2023 framework and they are not satisfied with the response of the school, they can contact Ofsted at Clive House 70 Petty France, London SW1H 9EX. 0300 123 1231

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	Child protection and Safeguarding policy
Procedure for responding to illness	H&S Policy
Administering medicines policy	Supporting pupils with medical conditions
Emergency evacuation procedure	H&S Policy
Procedure for checking the identity of visitors	Child protection and Safeguarding policy Visitors policy
Procedures for a parent failing to collect a child and for missing children	Child protection and Safeguarding policy
Procedure for dealing with concerns and complaints	Complaints Policy