

Early Years Foundation Stage Policy

Berger Primary School



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Contents

1. Aims 2
 2. Legislation 2
 3. Structure of the EYFS 2
 4. Curriculum 2/3
 5. Assessment 3/4
 6. Working with parents 4
 7. Safeguarding and welfare procedures 4
 8. Monitoring arrangements 5
- Appendix 1. List of statutory policies and procedures for the EYFS 5

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide 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 [Statutory framework for the early years foundation stage \(EYFS\) for 2023](#).

3. Structure of the EYFS

The Early Years Foundation stage covers Nursery and Reception. Children start Nursery after their 3rd birthday and we also take rising 2's (2 yrs 9 months). Children join Reception after their 4th birthday on or between 1st September and 31st August.

Reception times:

8.45am – 3.25pm

Nursery times:

Our Nursery offers flexible hours to accommodate a range of family's needs.

Some working parents are entitled to 30 hours free childcare, if they earn more than the equivalent of 16 hours at national minimum wage per week and earn less than £100,000. 30 hours would cover a full time place. (You would need to apply to get a code which you give to the school)

All parents are entitled to 15 hours free childcare which covers a part time place, however if they would like to top this up by paying for extra time they can do this. You could discuss this when nursery staff carry out a home visit prior to your child starting school

The cost for an extra session is £12.00. A session is either a morning or afternoon session.

Times currently offered:

8.45 am – 11.45 am

12.25 pm – 3.25 pm

8.45 am – 3.25 pm

10.25 am – 3.25 pm

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest 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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Being part of a creative and performing arts school, we are able to provide experiences led by expert professionals such as (music, dance & art). Each half term will have a focus topic, which allows for curricular links to be made with many subjects and allows children to explore the past, present and future, how things change and also how things work.

Staff also 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, practitioners reflect on the different ways that children learn and include these in their practice. This is informed by observations of children undertaken by their key worker and using Target Tracker as an assessment tool. Staff use the next steps from their observations to inform planning for the whole class and small groups. Staff plan weekly sessions using information they have gained during discussions to target areas needing focus the following week.

Planning incorporates both the indoor and outdoor space. Outdoors is seen as an important learning environment and is planned for in the same way as the indoors across the seven areas of learning.

Along with fun experiences, we like to give our children the chance to see other places and visit exhibitions. We aim to have a trip per half term, when possible, linking it to the topic they are learning about.

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.

There are lots of opportunities for children to choose child initiated activities which are supported by adults. These adults use where the children are at to extend their learning. Children also take part in daily literacy, numeracy and phonic sessions and weekly small group adult directed activities.

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.

We have robust systems in place to support children who need something different and or additional to their peers. These include clear differentiation in lesson planning, adapting resources to support children's engagement in all lessons and small group interventions.

Our Reception classrooms are led by a teacher and a keyworker, alongside additional teaching assistants. Our Nursery is led by a teacher, supported by two key workers and a teaching assistant.

5. Assessment

On entry to Reception we carry out the statutory baseline assessment within the first six weeks of the children's start date.

At Berger 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.

At Berger we complete the Target Tracker assessment tool termly and use this information to identify any gaps in learning and set targets for individuals and groups.

We have a clear system in place for those children who need a differentiated assessment system. We use assessment data to finely tune where pupils are at and set specific targets, in collaboration with the SENDCo. We share these SEND experiences and assessments through Tapestry.

Practitioners review children's progress termly and provide parents and/or carers with a verbal summary of the child's development in the 3 prime areas (in nursery in the term they start) and all areas thereafter. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. This would take place at parent meetings with key workers.

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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

In the final term of the children's reception year The Early Years Profile is completed. Practitioners will indicate whether children are meeting expected levels or are emerging.

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 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.

We encourage Reception parents to join us daily for 15 minutes reading first thing in the morning. Parents are also welcome to spend time supporting children in their setting. We also hold Speech & Language workshops to help parents engage with their children's language and learning at home.

7. Safeguarding and welfare procedures

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

For children aged 3 and over:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children,

We have at least 1 member of staff for every 13 children for our nursery children.

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. Early Years follows the school's First Aid Policy.

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 and staying active (see PSHE curriculum).

Pick up must be done by a known family member or carer. In case of different arrangements needed, the school needs to be notified by the parent beforehand. In any case of doubt or concern, parents will be contacted by the school. If a change of arrangement has not been notified in advance, children will be kept in school until a conversation with the parent has taken place.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and

safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Coordinator and the Head Teacher every 2 years.

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

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS Statutory Framework.

All policies are available on the school website.

- Safeguarding policy and procedures (See child protection and safeguarding policy)
- First Aid (See First Aid Policy)
- Procedure for responding to illness (See medical and personal care policy)
- Administering medicines policy (See medical and personal care policy)
- Emergency evacuation procedure (See health and safety policy)
- Procedure for checking the identity of visitors (See child protection and safeguarding policy)
- Procedures for failing to collect a child and for missing children (See child protection and safeguarding policy)