

# Early Years Foundation Stage (EYFS) Policy

## Longfields Primary & Nursery School



**Approved by:** Governing Board

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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 \(EYFS\)](#) for 2023.

### 3. Structure of the EYFS

Here at Longfields we have a 60 space Nursery in which children can start the term after their 3<sup>rd</sup> birthday. We provide spaces for 15 hours (universal) and 30 hours (extended) for those who are eligible. We offer intakes for September, January and April however September spaces take priority and spaces are allocated according to the admission criteria [Applying for a nursery place | Oxfordshire County Council](#).

### 4. Curriculum

In our setting we adhere to the statutory EYFS framework which includes 7 areas of learning and development that are equally important and inter-connected. 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. They are taught in both Nursery and Reception, but greater focus is on the prime areas in Nursery and specific areas in Reception.

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**

Here at Longfields Primary and Nursery School we will meet these principles and areas of learning with a secure and ambitious curriculum.

Our curriculum is designed to encompass the 7 areas of learning and ensure that all children make progress with the aim to meet the Early Learning Goals (ELGs) by the time they reach the end of the reception year. We understand that learning isn't linear and all children learn at different rates. Therefore we use guidance from non-statutory frameworks, Development Matters and Birth to 5 Matters, alongside our schools chosen frameworks Read Write Inc (RWI) for Phonics and Literacy and The National Centre of Excellence in the Teaching of Mathematics (NCETM) to create an enriching learning environment that meets the needs of the individual. In addition to these we use Wellcomm and Talkboost to assess and promote children's communication and language development.

As well as meeting the ELGs we help children to achieve the Characteristics of Effective Learning:

- 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
- Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas and develop strategies for doing things

#### **4.2 Teaching**

At Longfields we understand that in order for children to learn and achieve they need to feel safe and secure and have built positive relationships with staff in our setting. We pride ourselves on our relationships with children and our families recognising that each child is an individual and will have different needs. Building relationships with families starts before your child begins with us. We will hold welcome meetings, home visits and settling in sessions. These are all designed to get to know the families and be able to begin planning our learning environment and curriculum based on the children's needs.

#### **Adult Led Learning**

Within the setting children will have a range of experiences through adult led session in whole class or small groups and child led play. Adult led sessions will vary from Nursery to Reception, but the object of the session will be to deliver targeted learning in one of the 7 areas. Delivery of learning will be through engaging sessions that are designed to meet individual needs and offer challenge to further learning. We design our adult led sessions based on our story of the week which will be linked to wider themes such as the seasons, emotions and feelings, growing and changing. Small group sessions will be practical and the adult will know where the individual is working at and what their next steps are. Learning will be scaffolded by the adult through questioning, challenging and modelling, giving children the tools to further their learning. As children grow older, and as their development allows, teaching shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

#### **Continuous Provision**

In the learning environment children will spend much of their time in 'continuous provision' this is where children will have access to the toys and resources set out for them. Resources are organised into specific areas such as, role play, small world play – trains, cars, dolls houses etc. Sand, water or sensory play.

Creative areas such as painting and junk modelling as well as outdoor areas. These areas are set for children to consolidate learning, challenge their skills and enable them to be independent and use the characteristics of effective learning. Adults will set enhancements in play that will relate to our current learning allowing children to explore and discuss their learning which in turn aids in the assessment of their learning. Enhancements will also encourage development of language across all age ranges and encourage children to be keen readers in reception.

## 5. Assessment

At Longfields Primary and Nursery School, ongoing assessment is an integral part of 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 starts with us whether in Nursery or Reception an assessment of their prior knowledge will be made in their first few weeks, this will primarily be through observation of the children in their play and any prior information we have received from the families. Within the first 6 weeks of the Autumn term children in reception are assessed using the Reception Baseline Assessment (RBA).

Observational assessments will continue throughout their time in the early years and enable the adults to make immediate judgements on what the child knows and what their next steps will be. These observations are collated onto our online learning journals on the tool 'Evidence me' creating a profile of each child's individual learning. Parents will be able to view these observations and create their own at home which support the creation of a holistic picture of the child and their learning. More formal play-based assessments will be used to assess children against the 7 areas of learning as well as phonics (RWI) and Wellcomm. These assessments take place termly and will inform teaching and learning for the following term.

Assessments are useful tools in allowing staff to see any gaps in learning and enable us to implement interventions to support the continuous progression of every child's learning.

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 upon request.

## 6. Working with parents and carers

Parents are their child's primary caregiver and therefore we recognise that good partnerships will only enhance a child's learning experience at Longfields. We keep parents up to date with their child's learning through newsletters, curriculum plans and Evidence me. We hold formal parents meeting twice a year but make ourselves available to share information at drop off and pick up when needed. Parents are encouraged to use Evidence me to share information about their child and their families so that we can recognise and celebrate the individual family and their impact on our community. Informal group meetings will be held throughout the year to share information about starting school and phonics workshops.

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 families in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 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 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

In our reception class:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

In our mixed (Reception and Y1) class:

- 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 teaching the children what a healthy body is and how to look after our bodies. We cover topics such as:

- What a healthy lifestyle looks like, a balanced diet and the importance of movement
- The importance of washing our hands and brushing your teeth

We follow the programs Corefulness and Healthy Movers to promote physical development and develop core strength.

The rest of our safeguarding and welfare procedures are outlined in our school's [Longfields Primary and Nursery School - Policies](#)

## 8. Monitoring arrangements

This policy will be reviewed and approved by the headteacher every year.

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

## 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	<a href="#">Longfields Primary and Nursery School - Policies</a>
Procedure for responding to illness	See health and safety policy – Not on website yet
Administering medicines policy	See supporting pupils with medical conditions policy- Not on website yet
Emergency evacuation procedure	See health and safety policy- Not on website yet
Procedure for checking the identity of visitors	<a href="#">Longfields Primary and Nursery School - Policies</a>
Procedures for a parent failing to collect a child and for missing children	<a href="#">Longfields Primary and Nursery School - Policies</a>
Procedure for dealing with concerns and complaints	<a href="#">Longfields Primary and Nursery School - Policies</a>