



Early Years Foundation Stage (EYFS) Policy

Approved by: Ashraf Mulla (Chair of Governors) **Date:** Updated 13th July 2022

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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) that applies from September 2021.

3. Structure of the EYFS

At Pentland there is an early years unit, which comprises of:

Pre-school – offering part-time provision (up to 15 hours) for 2 and 3 year olds. This runs between the hours of 8.45am and 11.45am. For children who are eligible for the 2 Year-Old vouchers and Three Year Old Free Nursery Provision, there is no charge. However, parents who are not eligible for these, can pay a daily charge of £6.50. (please see EYFS Charging Policy)

Nursery – offering free 15-hour provision for all three and four year olds; there is no charge to parents for this. In September we offer a morning nursery place. When numbers permit, usually by January, this is then extended to include an afternoon session. Sessions run between 8.45am and 11.45am and 12.10pm and 3.10pm.

There is also the option to extend children's attendance to 30 hours per week, for those parents eligible for additional funding. Parents are asked to either purchase a school lunch at a cost of £2.30 a day or provide a packed lunch.

Reception Class – we currently have two reception classes. Although they have their own classroom bases, they run very much as one unit, sharing continuous provision across three classroom areas. We encourage children to have a school lunch, for which there is no charge, as all children from reception upwards are entitled to an universal free school meal.

Although these three age groups are all part of the EYFS Unit, they each have their own distinct indoor learning environments, tailored to the developmental stage of each age group. However, nursery and reception share an outdoor learning area, whilst Pre-school have their own defined area.

4. Curriculum

Our early years setting follows 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 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

The team at Pentland have worked hard on determining a curriculum that meets the needs of children and the context of our school. Language Development and Understanding of the World are core drivers within our curriculum offer. The curriculum is a creative one, which aims to stimulate and develop in children a real love and interest in learning.

4.1 Planning

At Pentland Infant and Nursery, we believe that every child is a competent learner, who can be resilient, capable, confident and self-assured. We understand that children are individuals and develop and learn in different ways and at varying rates. Staff 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; one that will support the development of skills and knowledge across all seven areas of learning.

Staff working with the youngest children focus strongly (but not solely) on the 3 prime areas of learning, as they very much underpin skill and knowledge development in the specific ones.

We use key texts and rhymes as the basis for loose themes of learning within Pre-school. Staff plan a range of experiences, the majority of which follow the children's interest.

In Nursery and Reception, there are a range of topics that are designed around key knowledge and skills and core texts. However, these staff too adapt teaching and learning to follow children's interests.

Staff plan for a range of different learning opportunities: whole class, small group, focused activities and for the continuous provision, where learning is very child-centred and self-directed. Planning includes consideration of activities to be provided in both the indoor and outdoor learning environments.

The Planning objectives within the Foundation Stage take into account the learning and development requirements from the Statutory Framework for the Early Years Foundation Stage.

4.2 Teaching and Learning

Learning through play underpins our approach to teaching and learning in the Early Years Foundation Stage. We embrace the fact that children learn best from activities and experiences that interest and inspire them to learn and all staff work hard to ensure practice reflects the three characteristics of effective teaching and learning as outlined in Development Matters. These are:

Playing and Exploring: children investigate and experience things. They 'have a go'.

Active Learning: children concentrate and keep on trying if they encounter difficulties. They enjoy achievements.

Creating and Thinking Critically: children develop their own ideas. They make links between ideas and develop strategies for doing things.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language. They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children have opportunities through their play to think creatively and critically alongside other children, as well as on their own. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

We place a lot of emphasis on providing high quality teaching opportunities in both the indoor and outdoor learning environments. Outdoors is seen as an extension of the curriculum offered indoors and children are given a lot of choice throughout each session to move between the areas. The continuous learning environment is enhanced on an ongoing basis to offer new challenges, provoke new thinking and skill development.

Throughout the year a whole range of stimuli for learning are offered, to give 'wow' moments that hook the children's interest and develop their imaginations and vocabulary.

The development of early language and reading skills are a priority for the school. As such, children from Reception class upwards have a daily Little Wandle phonics lesson and begin to receive reading scheme books. Children begin reading practise in the Autumn term with lilac, wordless books. When children are ready, typically in the Autumn 2 term, they receive a decodable phonics book matched to a phonics level they are secure with.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more the more 'formal' approach to learning within Key Stage One.

5. A Unique Child: Inclusion

We value the diversity of individuals within the school.. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same, but means tackling barriers which could lead to unequal outcomes.

We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with respect and fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals. All members of the school community have a responsibility for promoting equality.

Our Inclusion Manager/SENCo offers indepth support to families of children with identified learning, physical or medical needs or disabilities. As a school we are proud of our inclusive nature and will always work hard to ensure all children gain access to the support they need to flourish socially, emotionally and academically.

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

6. Assessment

At Pentland Infant and Nursery, ongoing assessment is an integral part of the learning and development processes.

On entry to the EYFS, staff use observations, assessments, parent information and information from previous settings (if any) to form a baseline of each child's knowledge and skills against the EYFS framework. This is completed within the first 6 weeks of starting at Pentland. Alongside this, in Reception, children complete the statutory Reception Baseline Assessment.

Assessment in the Foundation Stage mainly takes the form of both formal and informal observations. Staff are skilled at observing pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning, including next steps in learning, appropriate activities and resources. Staff also take into account observations shared by parents and/or carers. Photos and annotations of learning are recorded on the 'Evidence Me' app, which parents will be given a link for to view certain observations and add some of their own.

Progress is tracked using Target Tracker. This is then analysed and discussed in Pupil Progress meetings.

When a child is **aged between 2 and 3**, staff review their progress, alongside parents and/or carers, and this is then recorded in 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 further or additional support is needed.

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.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers and we aim to develop caring, respectful, professional relationships with the children and their families.

Parents and/or carers are kept up to date with their child's progress and development in various ways:

- Inviting parents to a 'starting school' meeting before their child starts in our setting
- Offering children transition visits to spend time in the Foundation Stage before starting in the EYFS
- Asking parents and children to complete an 'All About Me' sheet to share important information
- Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering three parent/teacher consultation evenings per year.
- Sending a report on each child's attainment and progress at the end of each school year
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents
- Parents are always welcome to discuss any concerns at the start or end of every day
- The school website has on-going information about teaching and learning in school

More formal information is shared in the form of 2-Year Old Progress Checks, which are completed in partnership with parents, and the EYFS Profile at the end of Reception Class. Both of these help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At Pentland Infant and Nursery School we recognise that children learn to be strong, confident and independent from being in secure relationships. All staff within the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. However, 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 is the first point of call for parents and/or carers to share information.

8. Transitions

There are various transition points as children move throughout the EYFS and on into Key Stage One. We work hard to make these as seamless and secure as we can for children.

Wherever possible, when a child joins the EYFS at Pentland in Nursery or Reception, we offer a home visit to parents, so that the child can become familiar with an adult from school within their known environment. It also gives parents the opportunity to discuss more individual and personal information about their child in a confidential way.

We will ask for a range of information, including any medical or SEND information, to allow staff to be fully conversant with each child's needs and able to respond to their individual interests.

In normal circumstances, parents will be invited into school with their child for a gradual transition process. (see Transition and Settling In Policy).

When children move from Pre-School to Nursery to Reception, staff will support children to visit their new learning environment and members of their new staff team or teacher will visit them in their current class, to read a story, engage in play etc. Staff also visit other private day nurseries and attend any transition evenings they may hold for children who will be new to the school. Staff discuss each child with the new key worker, sharing information from both school and parents, along with assessment data, so as to ensure continuity and progression for each child.

When children move from Reception class to Year One, class teachers are given a copy of the EYFS Profile scores along with the end of year report. Year 1 teachers meet with the reception teachers to discuss the children's needs in detail, so again there is no break in learning for the children as they shift from one curriculum to another.

In July, there is a Transition Day when all children in school spend time in their new classes. Extra transition visits will be in place for any identified children, who may need additional support and the SENCo will work alongside teachers and parents to ensure a smooth transition for any child with SEND.

9. Safeguarding and welfare procedures

At Pentland Infant and Nursery School we understand that we are legally required to comply with safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage and we take this responsibility seriously; it feeds through all our policies and practice in school.

It is important to us that all children in the school are safe. We carry out a host of risk assessments within the EYFS and school as a whole to ensure a safe environment for all.

We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices, in order to help them develop this important life skill, alongside allowing them to take some 'risks', whilst teaching them how to recognise and avoid hazards.

Children learn best when they are happy, healthy and safe. We promote good physical, emotional and oral health, as well as good health in general, in the early years by encouraging lots of active and physical exercise and play, a focus on healthy eating including the effects of eating too many sweet things on our teeth, discussing our feelings and how our behaviours can affect others and the importance of self-care, including brushing our teeth.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

10. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Co-ordinator 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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Safeguarding and Child Protection Policy
Procedure for responding to illness	<i>See health and safety policy</i>
Administering medicines policy	<i>See supporting pupils with medical conditions policy</i>
Emergency evacuation procedure	See Health and Safety Policy and Fire Evacuation Procedures
Procedure for checking the identity of visitors	See Visitors Policy
Procedures for a parent failing to collect a child and for missing children	Late Collection or Non Collection From School Policy
Procedure for dealing with concerns and complaints	See Complaints Policy