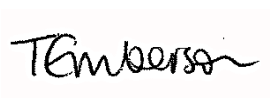
EYFS Policy

Approval Date: **March 2023**

Review Date: **March 2027**

Headteacher: 

EYFS Policy

Introduction

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right."

Statutory Framework for the Early Years Foundation Stage, Department for Education 2021

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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 2021 statutory framework for the Early Years Foundation Stage (EYFS) - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

3. ***Structure of the EYFS***

The Early Years Foundation Stage (EYFS) applies to children from Birth to the end of Reception year (0-5 years old). At Three Bridges Primary School, children can join our Nursery the term after their third birthday and be admitted into Reception in the September after their fourth Birthday. The EYFS unit is housed in the school's SCOLA building, which is known as The Orchard. The Orchard includes a Nursery Class base (Pear), three Reception class bases (Apple, Cherry and Mulberry), a shared space and an outdoor space and garden.

Nursery: Three Bridges Primary School offers 15-hour places throughout the week, over two Nursery sessions each day. These sessions are as follows: 8:30am-11:30am or 12:10pm-3:10pm.

For more information regarding funding please see: https://www.westsussex.gov.uk/education-children-and-families/childcare-and-early-education/childcare-options-and-funding/free-childcare-for-3-and-4-year-olds/#overview

This policy is written in accordance with the Early Years Foundation Stage Statutory Framework (Department for Education, 2021) and all associated safeguarding and welfare requirements.

4. ***Curriculum***

"It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning."

Ofsted Early Years Inspection Handbook, 2019

Our Early Years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are broken down into 17 aspects as follows:

Communication and Language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-Regulation Managing Self Building Relationships
Physical Development	Gross Motor Fine Motor

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical Patterns
Understanding the World	Past and Present People, Culture and Communities The Natural World
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

4.1 *Planning*

At Three Bridges Primary School, we use our Progression of Skill documents to plan our curriculum including specific knowledge, skills and experiences that we follow from Nursery into Year 1. These documents are an amalgamation of:

- Common Play Behaviours

- Birth to 5 (https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

- Development Matters (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf)

These map out how knowledge and skills are acquired through the prime and specific areas of learning. Throughout the academic year, our Progression of Skill documents may be adapted in order to reflect the specific needs and interests of the children in that cohort. Using this information, staff plan enjoyable and challenging activities and experiences that enable children to develop and learn effectively.

"Look at what they haven't experienced and give them those rich experiences they haven't had yet."

Julian Grenier

One thing we pride ourselves on at Three Bridges Primary School is developing our Cultural Capital for the children in EYFS. We do this by planning for experiences that are novel to the children and provide rich opportunities to develop knowledge and skills,

including but not limited to: visitors into school, local walks, cooking, farm trips, theatre experiences and workshops.

In EYFS, we strongly emphasise the development of the three prime areas. Without a good understanding of Communication and Language, Personal, Social and Emotional Development and Physical Development, children are unable to achieve the most from the specific areas. For example, if a child cannot move their arm in a precise circle from their shoulder join, they will find it difficult to hold a pencil in order to write.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. 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.

All EYFS planning and provision considers the statutory safeguarding and welfare requirements of the EYFS, including child protection, health and safety, safe use of resources, and staff supervision of children at all times.

The following information indicates the subjects and subsequent learning schemes we use to develop the children's knowledge:

Phonics: Read, Write, Inc
Maths: Mastering Number (NCETM)
Literacy: Story Dough and Drawing Club
Communication and Language: NELI

4.2 Teaching

Learning through play underpins our approach to teaching and learning in the foundation stage. In line with the EYFS Statutory Framework, play-based learning remains central across Nursery and Reception, supported by adult-led teaching where appropriate. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we follow the Early Excellence pedagogy and our learning environments provide continuous provision. Continuous provision starts in our Nursery, where the classroom and outdoors are set up with learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the day. Reception classrooms and outdoor areas are also set up with areas of learning, offering continuous provision to build upon and deepen experiences and learning from Nursery. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom

offers children 'bigger' 'louder' and 'messier' experiences. We aim to offer free flow access to our outdoor learning areas throughout the school day.

As well as play-based learning opportunities – known as Choose Our Own Learning (COOL) Time - our children in EYFS participate in carpet sessions which are more focused and directed learning to steer the children's development of specific knowledge and skills. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities while maintaining a strong emphasis on continuous provision and play-based learning across Reception.

Here are some examples of how our day at school is structured:

Nursery:

NURSERY - AM	ACTIVITY	NURSERY - PM	ACTIVITY
8.30am	Jobs	12.10pm	Jobs
9.00am	Carpet Time	1.00pm	Carpet Time
9.15am	COOL (Choose Our Own Learning) Time, and playing on large climbing equipment	1.15pm	COOL (Choose Our Own Learning) Time, and playing on large climbing equipment
9.45am	Snack Time	1.45pm	Snack Time
10.00am	COOL Time	2.00pm	COOL Time
11.15am	Tidy Up Time	2.50pm	Tidy Up Time
11.30am	Home Time	3.10pm	Home Time

Reception:

TIME	ACTIVITY
8.25am	Morning activities
8.45am	Register/ timetable for the day
8.50am	Maths
9.10am	COOL time
9.55am	Handwriting
10.10am	Snack / Story time
10.20am	COOL time
11.00am	Phonics
11.40am	Pinny time/ story/ songs & rhymes
12.00 – 1.00pm	Lunch
1.00pm	Register/ Calm time
1.05pm	Drawing Club
1.20pm	COOL time
2.20pm	Topic session
2.45pm	Library/ Story/ Assembly
3.10pm	Home time

5. ***Assessment***

At Three Bridges Primary School, ongoing assessment is an integral part of the learning and development processes in the EYFS. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. In EYFS, these assessments are completed using Tapestry, which creates an online journal for each child.

Reception

Within the first 6 weeks that a child starts in Reception, staff will administer the Reception Baseline Assessment (RBA).

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 in line with statutory EYFS Profile requirements.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgments. EYFS profile data is submitted to the Local Authority.

6. ***Working with Parents***

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. At Three Bridges Primary School, we use Class Dojo to keep parents/carers up-to-date with children's learning through videos, photos and further information. Messages can be translated for parents/carers who do not speak English.

Each term, a Topic Learning Grid is shared with parents/carers (printed and on the School website) to communicate the skills and knowledge we are working on and suggested for encouraging and supporting their child at home.

Parents/carers of children in Nursery have a settling in meeting, an informal coffee morning each half term as well as a Teacher Learning Conference (TLC) in Spring term and a final end-of-year report in July.

Parents/carers of children in Reception can expect a Teacher Learning Conference (TLC) in Spring term and a final end-of-year report in July which includes the EYFS profile, providing parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities as they finish their journey through the EYFS curriculum.

7. *Safeguarding and Welfare Procedures*

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy, which is available on the school website or from the school office. These procedures meet all safeguarding and welfare requirements outlined in the EYFS Statutory Framework.

8. *Monitoring Arrangements*

This policy will be reviewed annually by the EYFS Leader in consultation with senior leadership and will be shared with and approved by the governing board.

Appendix 1: List of Statutory Policies and Procedures for the EYFS

The following statutory policies and procedures are required under the EYFS Statutory Framework and are implemented across the Early Years setting.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Available on the school website / school safeguarding page
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Medicines Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child, and for missing children	See Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Policy