

# Elkesley Primary & Nursery School



## EYFS Policy (Number 32)

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Agreed by	C Marsh	September 2023
Approved by	Governing Body	November 2023
Signed	<i>C Marsh</i>	
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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/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

We offer 3 hours (mornings 9-12) or 6 hours (full day 9-3) sessions, 5 days a week for children aged 3 and 4 years old in our nursery. Children can start nursery the term after their third birthday. This equates to 15 or 30 hours. Parents have an option to extend the day to 3:30 for a charge and have access to breakfast club 7:45-9 and after school club 3:30-5:30. Our reception children start full time school during the academic year in which they are 5 years old.

## 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 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

Activities and experiences are planned for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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, staff reflect on the different ways that children learn and include these in their practice.

A core text supports children's learning in both nursery and reception and is carefully chosen to support the children's ages and stages of development. Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered.

Medium term plans set the learning intentions for the half term and cover all areas of learning.

Little Wandle phonics is delivered daily, alongside White Rose maths sessions. NELI is used to support children's early communication skills.

## 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. Staff 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.

Children experience a wide range of activities through outdoor experiential learning sessions (Adventure Unlocked), PE lessons for both nursery and reception, PSE lessons (through the Early Years KAPOW programme and EYFS Picture News) and expressive art and design activities.

## 5. Assessment

At Elkesley Primary and Nursery School, ongoing assessment is an integral part of the learning and development processes. We also record children's on going through an observation format called 'OPAL –Observation through play and learning'. Staff carry out a spotlight observation on children in the month of their birthday, highlighting strengths and areas for development. These are then reviewed and updated 2 months later. This is an on going process throughout the child's time in early years and helps create an overview of development and learning. Alongside observations of children in their play we complete phonics (LittleWandle) assessments every 6 weeks, number assessments half termly. Every child is screened using languagescreen for the NELI programme in reception. Identified children are selected for an intense twenty-week intervention to help develop early speech and language skills.

Within the first 6 weeks that a child **starts 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.

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.

## **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.

Parents and/or carers are kept up to date with their child's progress and development via ClassDojo.

The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents meeting are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements.

In the summer term parents receive a written report to summarise the child's achievements against the ELGs.

## **7. Safeguarding and welfare procedures**

We promote good oral health, in the early years through the Brushing Buddies scheme, which is provided through Nottinghamshire Healthcare NHS Foundation Trust. Every child receives a free toothbrush and toothpaste to take home every half term alongside oral health information for parents. Each day in our foundation stage the children brush their teeth. All staff are fully trained and the children brush their teeth within a small group, ably assisted by a trained early year's practitioner. We follow statutory guidance for safety around supervised tooth brushing

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved every 2 of years.

## **Appendix 1. Intent, Implementation and Impact in the EYFS**

### **Intent**

At Elkesley Primary and Nursery School, we aim to provide motivating, first-hand experiences whilst encouraging children to build resilience, ambition and a lifelong love of learning. We aim to build on the wealth of knowledge and skills children already have when they arrive and are actively developing relationships with the wider community. We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child centred following the interests and fascinations of the children in the current year group alongside teacher led topics which aim to create awe and wonder. We are passionate about children leading and engrossing themselves in their learning and to achieve this we have a wealth of open ended, freely available resources carefully matched to our children's needs. Following our children's baseline line knowledge, the need to embed a language of learning is clear very early in their school lives. Our keen focus on characteristics of learning and the vocabulary that go with these skills are crucial in helping us do this and is practised daily.

We aim to:

- Provide a curriculum that offers children a wide range of opportunities ensuring that we do not expect children to aspire to things they have never encountered. We will work on broadening their experiences providing opportunities to try new things and encouraging them to relish a new challenge.
- Provide high expectations encouraging them to develop perseverance and self-belief so that they can problem solve and achieve far more than they expected.
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the Early Learning Goals.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively.
- Develop the skills and expertise of staff working in EYFS through regular and comprehensive professional development either run by the EYFS Lead or attending courses run by other providers.

### **Implementation**

Our curriculum follows the Development Matters Framework and staff use this document to guide children's learning and development throughout the year. Through our knowledge of each child and in the moment observations, the EYFS team plan exciting and engaging activities that will move the children's learning forward, as well as ensuring the continuous provision on offer is challenging and accessible. This may involve following a class theme where we take advantage of cross-curricular links in order to combine transferable skills and develop a wide-ranging vocabulary, which underpins the children's learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. We look forward at the start of a year to see where the class will lead us.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

The school follows a SSP approach to phonics through Little Wandle. Every child has access to a phonics session every day with intervention opportunities for those who find this area of learning more difficult.

We provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve the Early Learning Goals.

The EYFS team collect evidence of children's learning through photos and videos which are shared with parents using Dojo. This means that parents can engage with children regularly about their learning and can contribute to the knowledge we have of the child in school. Parents are very active and love to use Dojo to record the milestones children make at home during the year.

We also record children's on going through an observation format called 'OPAL –Observation through play and learning'. Staff carry out a spotlight observation on children in the month of their birthday, highlighting strengths and areas for development. These are then reviewed and updated 2 months later. This is an on going process throughout the child's time in early years and helps create an overview of development and learning.

The team in Little Acorns work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

## **Impact**

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children transitioning into Class1. Our children are often amazing role models for others in school.

Although moderation is no longer statutory for Early Years, we have good relationships with local schools and spend time moderating our judgements and sharing good practice throughout the year to ensure we are providing the best for our children. This means judgements are secure and consistent with government guidelines.

The Early Years provision features in all areas of the School Development Plan and has a rigorous plan for development each year. This is monitored and evaluated by the EYFS Lead and the Head teacher.

## Appendix 2. 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	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy along with Guidance on Visitors, including VIPs to Nottinghamshire schools
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy