

Early Years Foundation Stage (EYFS) policy



EYFS Policy Document Status			
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‘Love, Laugh, Learn’

We are kind. We are gentle. We listen. We work hard. We are honest.

1. Introduction

*‘When we give every child the best start in their early years, we give them what they need today.
We also set them up with every chance of success tomorrow’*

Development Matters 2021

We believe the firm foundations we set down through our beliefs, curriculum and teaching will help our children to be successful now and in the future. Our intent is to inspire and motivate our children so they engage with their learning and make excellent progress.

We are committed to understanding each child so they are valued and understood as an individual; academically, socially, emotionally and as a spiritual being.

We never forget that a happy childhood is the right of every child. We believe that play and first hand exploration of the fascinating and diverse world in which they live is a crucial part of a child’s development.

We strive to make a caring community so our children become sensitive to the needs of others; a community in which all members have a sense of fairness and justice and the contribution of each member is valued.

2. 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.
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3. 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](#).

4. Structure of the EYFS

Wrockwardine Wood Infant School and Nursery provides full-time early years education for children in the reception year

We offer 15 hours per week in our nursery. Our offer is 5 mornings or 5 afternoons.

We also offer 30 hours a week for those parents who are eligible this is taken during term time only.

If parents are eligible for 30 hours funded childcare there are additional charges for the lunchtime provision. Please see additional charges below for our full day provision.

Additional charge wrap around hours	Meal Charges
£3.40 per day	£2.40 per day for a hot lunch

Oakengates Nursery School provides day care provision for 0–2-year-olds in the baby room and 2-3 year old in the toddler room, offering a choice of term time and full year contracts. The toddler room also provides funded ‘Talking 2s’ places. Preschool provides 15/30 hours per week of education for 3-4 year olds.

Baby room Fees/Charges		Toddler room Fees/Charges	
Full Day 7.30am-6.00pm	£43.75	Full day 7.30am -6pm	£43.75
		5 x full day:	£207.81
5 x full days	£207.81	Short day 8.40am-3.25pm	£30.00
Short day 8.30am-3.30pm	£30.00	5 x short day:	£142.50
		Morning 7.30am-12.25pm	£20.85
5 x short days:	£142.50	5 x morning:	£99.04
Morning 7.30am-1.00pm	£22.94	Afternoon 12.30pm-6.00pm	£22.94
		Educational session 3 hrs	£10.50
5 x mornings:	£108.97	5 x afternoon	£108.97
Afternoon 1.00pm-6.00pm	£20.85	Breakfast	£4.90
		Lunch	£4.15
5 x afternoons:	£99.04	Late (includes tea)	£9.00

Preschool room Fees/Charges	
Extra educational session 3 hrs	£10.50
Breakfast	£4.90
Lunch	£5.50
Late session	£9.00

5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

Our children are at the very beginning of their lifelong learning journey and we strongly believe that the curriculum we offer them should enable them to communicate their thoughts and ideas clearly as well as develop their collaboration and creative skills.

We believe our curriculum supports deep learning, creative thinking and encourages children to take time to explore, problem solve and take risks. This approach will help them to recognise and articulate their strengths which in turn will prepare them for the future. We aim to inspire curiosity, so children ask questions and think critically about learning.

Spiritual, Moral, Social & Cultural development is embedded into all areas of our curriculum. Through our curriculum children learn to behave well, cooperate and share with each other. They make friends, respect each other's differences and build their understanding of different families, people and communities beyond their immediate experience. Children also learn to behave in ways that are safe, understand how to stay safe and show that they feel safe.

Our central aim is to provide all our children with educational experiences and opportunities that will enable every child to discover and fulfil their own potential.

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

We believe that children's learning must respond to their current and future personal needs, their future career needs and the needs of the varied societies and cultural groups in which they are likely to play a part.

Our curriculum helps children to:

- learn the subject knowledge, skills and understanding they need to become aware of the world around them

- develop the personal skills of enquiry, adaptability, resilience and morality, communication, thoughtfulness, co-operation and respect so they can take an active part in the world throughout their lives.

Our curriculum helps children to see:

- how they can get along and how they can disagree in a way that is helpful
- how they can be proud of their own national heritage and culture and at the same time, be deeply respectful of the heritage and culture of others
- how they can achieve more by coming together than staying apart

The EYFS curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning.

We encourage children to use their first-hand experiences to explore, investigate and learn about the world around them. Through research, testing, analysis and evaluation children are given opportunities to use and apply their knowledge and skills to real situations. In this way children become aware of the links between curriculum areas.

5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively and build on knowledge and skills. 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.

5.2 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.

6. Assessment

At Wrockwardine Wood Infant School and Oakengates Nursery federation, ongoing assessment is an integral part of the learning and development processes. Staff observe

children 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.

Two-year-old progress check

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with 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 additional support is needed.

The two-year progress check is designed to help practitioners identify how children are developing. It helps staff determine if children are developing as expected, or if they require any additional support. The check may be carried out collaboratively with the health visitor.

Nursery

Parents and carers are invited into nursery each term to 'a Stay and Play Session.' This is a time for the children's development record of observations, EYFS profile and next steps for development to be shared. In the term before children begin their reception year parents attend 'Parent/teacher Consultations' with the nursery teacher/child's key person this is to review their child's progress and provide parents and/or carers with a summary of the child's development in the 3 prime areas and 4 specific areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Reception

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

Parents and carers will be invited to attend one parent/teacher consultation in the autumn and spring term. Before each parent consultation meeting, parents and carers will receive a short-written report outlining their child's current attainment, comments about personal development, targets set and SEND needs if applicable. The consultation gives parents the opportunity to discuss the report with their child's teacher. It is a time for parents/carers to look at their child's 'Look what I can do' profiles, observations, literacy, topic and mathematic books. At the end of the academic year, in the summer term, parents will receive a similar short data report, which will show a child's attainment in relation to age related expectations. There will not be a parent/teacher consultation during the summer term. However, if a parent requests an appointment teachers will make themselves available.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Children 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.

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/teacher 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 our families to engage with more specialist support, if appropriate.

8. Safeguarding and welfare procedures

We have a robust policies and procedures in place to safeguard our children and these are outlined in our **Child Protection and Safeguarding policy** which is available on our school website.

We also use a progressive and fully planned scheme of work called *Jigsaw*, which provides children with relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

The scheme supports our Relationship, Sex and Health, Education (RSHE) curriculum there is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw helps us to deliver engaging and relevant personal education within a whole-school approach. The lessons also include mindfulness allowing children to advance their emotional awareness, concentration, and focus.

We promote good oral health, as well as good health in general, in the early years through this programme for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth.

9. Monitoring arrangements

This policy will be reviewed every two years and presented to the governing board for approval.

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	See child protection and safeguarding policy Shared drive and school website
Procedure for responding to illness	See health and safety and infection control policies. T drive and school website
Administering medicines policy	See supporting children with medical conditions policy shared drive and school website
Emergency evacuation procedure	See Emergency plan and Fire Policy shared drive and school website
Procedure for checking the identity of visitors	See child protection and safeguarding policy and administrative handbook shared drive and school website
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy, late collection policy and T&W missing in education policy shared drive and school website
Procedure for dealing with concerns and complaints	See complaints policy shared drive and school website