



Ruishton Church of England School

“For I know the plans I have for you...plans to give you hope and a future.” Jeremiah 29:11

EYFS Policy

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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

Close partnership working between practitioners and with 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 <https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>

This document also complies with our funding agreement and articles of association.

Structure of the EYFS

The EYFS is made up of Woodlands Nursery and one reception class (Acorn Class) as part of Ruishton Primary School.

At Ruishton, Reception's school hours are from 8:45am to 3:05pm.

In Reception, the children are entitled to x2 15 minute breaks: one in the morning and one in the afternoon. Children are also entitled to a 1hour lunch break.

Children under 5 years of age are provided with one carton of milk and all children are provided with one piece of fruit per day.

For specific hours for the Nursery, please see **NURSERY POLICY**.

Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 of those areas are known as the **prime areas**, 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

Prime areas		
Personal, Social, Emotional Development (PSED)	Communication and Language	Physical Development (PD)

Specific areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design (EAD)

Specialised subjects:

At Ruishton C of E Primary School, the children are fortunate to also have three specialised curriculum areas with specialised teachers, including: Physical Education (PE), Modern Foreign Languages (MFL) *French*; and; Music.

Our Early Years Curriculum seeks to:

- Develop a variety of skills across the Foundation Stage.
- Develop the child as a communicator both verbally and non-verbally as appropriate.
- Provide opportunities for children to learn through first hand experiences, developing and encouraging natural curiosity, acknowledging that children have different starting points.
- Nurture and develop confidence and positive self-esteem, giving children time and space to grow.
- Provide quality play experiences (fundamental to early learning) and learning activities/opportunities, which encourage: exploration, creativity, experimentation, investigation, listening, communication, co-operation, persistence, concentration, making choices and making decisions.
- Foster independent active learning where children are encouraged to be self-motivated, self-disciplined, successful and challenged.
- Value that the Early Years are formative years during which time the whole child develops at his/her own rate of progress.
- Value that Early Learning experiences are the foundation of a child's lifelong learning.
- Develop both fine and gross motor skills.
- Make children aware of, question and adopt moral and social values.
- Encourage children to value the culture, religion, race and language of themselves and others.
- Develop an awareness of their school and community environments.
- Reflect that a child's early learning is continual and continuously shifting through interaction with their environment, the adults around them and their peers.
- Ensure that children undertake activities and experiences in which they feel comfortable, safe and secure, with at times, experiences and activities, which provide an acceptable risk.
- Give each child time to be a child and to value childhood.
- Provide learning opportunities both in and out of doors. Different approaches and strategies may be used to ensure special needs, race, culture and gender are celebrated and supported to ensure the best possible experience is offered to all children

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

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. Practitioners 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.

4.3 Role and responsibilities

The Headteacher/Early Years Lead will:

- Implement this policy consistently within the Early Years unit, ensuring that all staff members are aware of and understand the key principles behind the policy
- The Early Years Lead will support practitioners in the implementation of all areas and ensure they are equipped to deliver activities appropriately
- The Early Years Lead will additionally ensure that practitioners are competent and confident using objective-led planning and recording assessments on Tapestry
- Report to Governors, when required, on the effectiveness of the policy

The Early Years Foundation Stage unit will:

- Ensure they have regular updates/training when required to keep their knowledge up to date
- Support their class teacher in the delivery of objective-led planning/the EYFS curriculum
- Ensure they are confident when using tapestry and OLP sheets when assessing children
- Display a positive and encouraging attitude towards learning when supporting children in continuous provision
- Encourage children to deepen their understanding by discussing learning and asking their own questions

The Governing Body will:

- Support the school in the implementation of the policy
- Review the effectiveness of the policy as required

Assessment

At Ruishton Primary School, on-going assessment is an integral part of the 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. Practitioners also take into account observations shared by parents and/or carers. Observations taken by staff and parents are put onto an online journal 'Tapestry' which will show the children's development over time. When a child is aged between 2 and 3, practitioners 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.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals (ELG), indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects on-going observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Reporting to Parents

Opportunities are organised for parents to meet formally with their child's Class teacher twice a year. The first occasion happens very early in the Autumn Term where emphasis is placed upon gaining as much information as possible about a child's learning from the child's parent/s or guardian/s. The second is in the Spring Term where targets can be set to improve the child's learning. At the end of the year the child's parent/guardian will receive a report which is compiled by the Class teacher regarding their progress, development and learning during the Reception Year.

New Intake Induction

- The LA sends out first Admissions booklets and preference forms to parents in September.
- Closing date for receipt by LA of preferences – January.
- The LA sends out letter of confirmation to parents in April
- Appeals for admissions take place in June.
- Ruishton receives list of new pupils from LA.
- The School Office Manager, sends letters to invite parents/guardians to a New Parents Meeting in June.

At this meeting parents are given a prospectus, a guide to starting school and other general information. During this meeting parents are given the opportunity to meet school staff, including the Head, the Early Years Team, and Lead. Parents may also visit their child's classroom. Parents are also informed of arrangements for visits during the Summer Term, home-visits and their Induction in September.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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 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 families to engage with more specialist support, if appropriate.

Communication with parents

We value the importance of the relationship between the parents, school staff and the child based on mutual respect and trust. We promote positive interaction between all 3 parties to maximise the child's learning potential. Throughout the year parents are encouraged to be involved in their child's learning. We use online learning journal on Tapestry which parents can view/ add to. Parents are encouraged during the New Parents Meeting to approach the school staff whenever the need arises concerning the education of their child. However, if a longer discussion is needed the parent may be asked to make an appointment, for a mutually convenient time. Sometimes, in conjunction with the SENDCO if a child has Special Educational Needs, an entry planning meeting may be necessary. If a child is already working with other professionals, then this meeting will be more formal. Alternatively, sometimes it may be necessary to involve parents in an individual transition meeting if concerns have arisen from either parents, teachers, pre-schools or advisors/SENDCOs that have been concerned with pre-school, this meeting would be less formal.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our **safeguarding policy**.

Monitoring arrangements

This policy will be reviewed and approved by School leaders every year.

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

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

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

