

# Early Years Foundation Stage (EYFS) policy



## Newfield Primary School

**Approved by: Full Governing Board**

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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 \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

Our early years setting combines both a part time Nursery (Monday to Wednesday) and Reception aged children. Pupils can start at Newfield the term after they turn three years of age. The setting encourages our Nursery and Reception children to progress through the EYFS at their own pace. Our two-year 'all-through' approach for Nursery and Reception brings significant gains for all children by allowing them to remain in the same environment, with familiar adults and routines until the start of Year 1, helping build confidence and emotional security.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2023

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

At Newfield Primary, we aim to support children to become confident, independent, well-spoken learners who show their curiosity by asking questions about the world around them. It is our aim for the children to develop a broad range of knowledge and skills through the rich and ambitious curriculum and to reach their full potential. The children are given rich opportunities to develop in all the areas learning, with great emphasis placed on developing the characteristics of effective learning through play.

We are passionate about creating fun and engaging opportunities to enhance and develop language and communication skills by personalising learning for each child. We respond to and embrace children's interests and personalise their learning according to their development. This is done through differentiation, challenge and extension within the EYFS unit.

The EYFS Curriculum is coherently structured and sequenced and has links to the planning of the Curriculum in KS1 and KS2. We intend:

- To work in partnership with parents and carers to encourage independent and happy learners who thrive in school.
- To understand and follow children's interest as well as provide opportunities through topics and themes centred around stories.
- To create a stimulating, language rich indoor and outdoor environment that supports pupils' learning.
- To support transitions into Year 1 at the end of the Early Years in Reception.

## 4.1 Planning

Staff plan activities and experiences for children that enable them 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

## 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.

The school has adopted a systematic synthetic phonics (SSP) programme called Read, Write Inc (Read, Write Inc). Direct teaching of phonics takes place every day for all children from the start of the Reception. Nursery pupils will take part in activities to develop their phonological awareness throughout the year and will be introduced to Read Write Inc Phonics sessions at the beginning of the Summer term.

## 5. Assessment

At Newfield, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles and record them in the school assessment system - Sonar Tracker. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is aged 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.

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 and carers

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 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.

We recognise and value our parents as the children's first and most enduring educators and as such we encourage full participation in their child's journey through the EYFS. We do this through:

- Offering parents regular opportunities to talk about their child's progress and allow free access to the children's Learning Journeys.
- Making sure staff are always available and open to see parents at the beginning and end of sessions where possible.
- Arranging activities which encourage collaboration between child, school and parents such as celebrations, festivals, end of term productions, sports days and trips.
- Encouraging parents to participate in the Learning Journeys by providing them with opportunities to contribute pieces of work towards them and to comment on the children's achievements

## 7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged 3 -4:

- We have at least 1 member of staff for every 13 children

For children aged 4 and above

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by taking part in the Brent oral health programme with our pupils and parents by talking about:

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

We follow statutory guidance for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy and Intimate Care Policy

## 8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS leader and Headteacher every 3 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	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