

# Early Years Foundation Stage (EYFS) policy

## Woore Primary and Nursery School



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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 \(EYFS\) that applies from September 2021](#).

## 3. Structure of the EYFS

At Woore Primary and Nursery School (WPNS) there is a separate nursery and a mixed Reception and Y1 class.

Within the nursery there is a nursery leader and two nursery assistants who work on a part-time basis. There are always two members of staff in the nursery each day. We offer the full 30 hours funded places for 3-4 year olds in addition to the funded 15 hours for other 3-4 year olds. Additional paid sessions can be added on as required subject to availability. We take children from 2 years, these places are charged per session of 3 hours at the prevailing rate.

Within the Reception and Y1 class the class teacher is supported by a teaching assistant for the majority of the timetable (this may vary according to pupil numbers and specific pupil needs). The staff work as a team and meet regularly to plan effective provision, prepare resources and review assessments for the EYFS.

The children have a variety of areas within the classrooms to support their learning, in addition to an attractive and secure outdoor area which the children have access to from the classroom. Pupils in nursery and reception have regular sessions whereby they share learning areas and mix with one another.

### Staff:Child Ratios

For children aged two:  
There will be at least **one** member of staff for every **four** children.

For children aged three and over (within Nursery):  
There will be at least **one** member of staff for every **eight** children.

For children who will reach the age of 5 or older within the school year:  
There will be **one** Qualified Teacher for every **30** children (however in our small school this likely to be much less)

## **Induction into Nursery and Reception**

To ensure a smooth induction into the nursery setting a clear plan has been put in place to ensure that parents and children feel confident within their new surroundings and settle as quickly as possible. A separate 'Settling-in Policy' is available which covers the induction in more detail.

Children within the nursery setting and from class 1 integrate regularly and share both indoor and outdoor environments. This regular integration allows children to become familiar with their surroundings and become confident learners when moving between different spaces.

During the term prior to the children starting school, the nursery children make half day and full day visits to Class 1 as part of the induction process.

A parents meeting is led by the Class 1 teacher during the Summer Term to introduce parents/guardians to the school and reception procedures. Through this meeting the school's expectations and routines are communicated. The induction process and EYFS curriculum are also discussed. Parents/guardians have the opportunity to ask questions and voice any worries or concerns. Parents/guardians are provided with relevant reading material which gives advice for parents regarding preparing their children for school.

The foundation stage teacher conducts home visits to all parents and their children, to enable them to meet the new pupils on 'home ground'. This gives parents a confidential and informal visit in which to voice any concerns they may have about their child.

Records from the nursery setting follow each child into reception to inform the class teacher about the stage in each child's development and any other relevant information.

## **Reception to Year 1 Transition**

The transition from the Early Years Foundation Stage to Key Stage 1 runs smoothly due to the nature of the mixed age class. The teacher has a firm understanding of the children's needs by the end of the EYFS and is able to confidently plan their next steps in their learning journey. The children stay with the same teacher within the same class and have the advantage of learning from the older children within the class.

During the reception year the children become accustomed to many of the different routines and ways of learning as they are integrated with the Key Stage 1 children as far as possible.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applied 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 begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

## 4.1 Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work with reception and nursery children at WPNS are involved in this process.

Staff plan activities and experiences 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.

There are three stages of planning the curriculum:

### Long Term Planning

In the nursery, planning will sometimes have links to planning for reception children and whole school themes. Planning for the EYFS curriculum in reception generally runs alongside our Key Stage 1 two year rolling programme due to the nature of the mixed age class. Units of work covered in Key Stage 1 provide a framework for delivering the Early Learning Goals in each of the seven areas of learning.

### Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. Within Nursery, pupils follow some similar themes (where appropriate) to those covered in Reception. However, the interests of the children are also followed and studied and sometimes these vary the pathway followed. In Reception we generally link the Early learning goals to the objectives planned for in the Key Stage 1 medium term plan. Sometimes planning may be specifically designed just for the Reception children where links are matched more closely to the EYFS Framework and the interests of the children.

## Short Term Planning

We identify specific learning objectives, success criteria, differentiated activities and deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational teacher assessment.

## 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.

At WPNS we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modelling by example.

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 The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Play takes place both inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. To ensure the safety of pupils, staff will conduct a risk assessment prior to pupils entering the outside area and also check that boundaries are secure. Staff will help pupils where necessary to put on coats/hats etc. and ensure they are appropriately dressed for their chosen area of play. Sun cream may be applied for nursery pupils where permission has been given and reception pupils may apply sun cream themselves. The canopies will provide some protection from the weather.

The learning environment is divided into a variety of different areas, for example, role play, book corner, writing table, listening centre, computer area, art and craft area, play dough, sand, water, construction, small world, bikes/ scooters, digging area and planting area and mud kitchen.

The school values the use of the outside environment as an additional learning experience. We will aim to do this by:

- Providing resources that inspire children and encourage them to initiate their own learning.
- Providing an attractive, secure area in which to develop skills in all seven areas of learning.
- Using the large school grounds including the 'Forest School' area and pond.
- Using the trim trail and pirate ship to develop the children's physical abilities.
- Encouraging children to make choices and develop independence by having equipment and materials readily available and well organised.
- Including the local community and environment as a source of learning.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

## 5. Assessment

At Woore Primary and Nursery School, 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. 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 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.

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 parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- outlining the EYFS curriculum to parents/guardians during parent consultations, to enable them to understand the value of supporting their child's learning at home
- operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner\*
- inviting parents/guardians to help in the Reception class\*
- to accompany children on school visits
- encouraging parents/guardians to read to and listen to their child read each night and to comment on reading progress in a home/school reading diary
- encouraging relevant learning activities to be continued at home and ensuring that experiences at home are used to develop learning in school
- discussing children's individual targets with parents/guardians at termly parents' evenings
- providing termly mini-reports and updates on each child's progress and development and an annual written report to parents/guardians.
- providing a report for the 2 year old progress check
- inviting parents to attend class assemblies\* where pupils showcase some of the work they have covered in class
- to invite parents to whole school special events and fundraisers\*

**\*Visits into school and group gatherings will be subject to COVID-19 Risk assessments**

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.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

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

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

At WPNS, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

The classroom practitioners are the school's Designated Safeguarding Lead and Deputy Safeguarding Leads who are responsible for the safety and welfare of children across the EYFS.

**In line with the EYFS statutory framework 2021, at WPNS we undertake:**

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medicine are up to date. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the parent and / or carer.
- There is a designated safeguarding lead and two deputy safeguarding leads within the school who take responsibility to ensure that all pupils are safe at all times. We follow the government's statutory guidelines set out in "working together to Safeguard Children" (March 2015) and ensure inter-agency working if concerns about a child have been identified.
- All staff have been trained L1 Safeguarding Awareness.
- A safer Recruitment Policy ensures that all staff are suitable to work with children.
- Fresh drinking water is available at all times and healthy meals/snacks are provided.
- Children's dietary needs are recorded and acted upon when required.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- All staff are Paediatric First Aid Trained
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- A safeguarding policy which includes recruitment, whistleblowing, camera and mobile phone use in school.
- Staff have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015' and to the statutory guidance 'Keeping Children safe in Education'.

**Ensuring the Safe and Appropriate Use of Mobile Phones and Cameras**

WPNS allows staff to bring in mobile phones for their own personal use. However, they must be kept in their lockers at all times or within the school office and are not allowed to be used in the toilets, changing rooms or in the play areas at any time. If staff fail to follow this guidance, disciplinary action will be taken in accordance to WPNS staff code of conduct. If staff need to make an emergency call, they must do so either in the main or headteacher's office or within the staff room. Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the nursery/school grounds. There are digital cameras, tablets and i-pods available within the nursery/school and only these should be used to record visual information within the consent criteria guidelines of the local authority and the nursery/school. Members of staff may only contact a parent/carer on school approved mobile phones. Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

**Use of Mobile Phones for Volunteers and Visitors**

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises. Mobile phones belonging to visitors must be kept in the school office for the duration of the visit or not brought on to the premises. If they wish to make or take an emergency call they may use either the staff room or the main/ headteacher's office. Neither are volunteers or visitors permitted to take photographs or recordings of the children without the headteacher's permission.

Visitors to the school, such as work contractors must use the phone in the school office or return to their vehicles to make the necessary phone calls. Contractors from Shropshire Council may however use their phones as part of their work as agreed with Shropshire Council.



We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at WPNS. We take a mixture of photos that reflect the environment within the EYFS, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at WPNS understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

### **Suitable People**

At WPNS we ensure that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children are suitable (refer to 'Safer Recruitment Policy'). All practitioners are DBS checked.

## **8. Equal Opportunities**

At WPNS we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

For further information see Disability and Equal Opportunities Policy.

## **9. Related policies for Nursery pupils**

- Fees Policy and Procedure
- Taking Children on Trips and Car Journeys
- Nappy Changing and Toilet Training
- Food and Drink Policy
- Equipment and Resources Policy
- Procedures when a child leaves the group unaccompanied
- Non-collection of children policy
- Late Collection Charge Policy
- Admissions Policy
- Settling-in Policy
- Arrival and departure of children, adults and staff
- Record Keeping Policy
- Behaviour Management Policy
- Parental Involvement Policy

## **10. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Coordinator/Headteacher every three 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