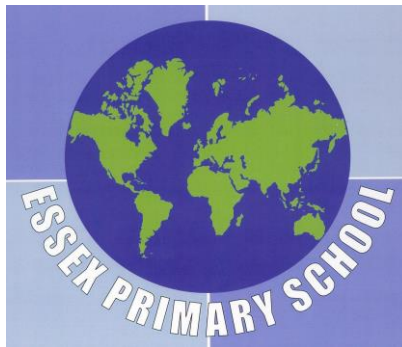


ESSEX PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) Policy



**Reviewed: September 2021
Review due: September 2024**

FOUNDATION STAGE POLICY

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1. Aims

Essex Primary School is committed to providing the best possible start to school life. We believe that if children are safe and secure, they can grow and learn to be confident, independent and fulfilled.

The school's approach is shaped and enriched by the diversity, needs and aspirations of the children and families in our community. In a culture that fosters mutual support and respect, we aim to ensure the best possible outcomes for our children.

This policy aims to ensure:

- That children have access to a broad and balanced curriculum
- That children develop knowledge and skills needed for good progress through school and life
- That every child is included and supported through equality of opportunity and anti-discriminatory practice
- 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
- A safe, secure and orderly environment for all pupils.

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

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. Essex Primary School's Early Years Foundation Stage accommodates children from the age of 3 to 5. The EYFS comprises of Nursery and Reception Classes.

Nursery

Essex Primary School offers a 156 place Nursery for 15 hour provision including 20 places 30 hours provision.

Session Times

The Nursery has two sessions each day, Monday to Friday, as follows:

15 hours per week:

Morning Session 9am – 12 noon

Afternoon Session 12:30pm – 3:30 pm

30 hours per week:

9:00am – 3:30pm

All children attending the 30 hour provision must bring their own lunches into school.

Reception

Essex Primary School has 4 Reception classes with 30 children in each class. To ensure best practice we have two adults, one teacher and one support staff attached to each class. In addition to this, classes may have extra support staff who also work within the classes and provide extra support and intervention where needed.

Session Times

8:45am – 3:15pm

4. Curriculum

The early years setting follows the curriculum as outlined in the latest version of the EYFS Statutory Framework (September 2021).

The EYFS Framework includes 7 areas of learning and development that are equally important and inter-connected. Three 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

Planning supports a responsive approach to our unique children and is based around a topic that interests them or is relevant to their cultures and life experiences.

We believe that children learn best when they enjoy their learning. Through playing and exploring, they make sense of the world around them, are challenged in their thinking whilst practicing and rehearsing important life-skills.

Staff plans activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children is expected to focus strongly on the 3 prime areas. Staffs 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.

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.

We set medium term plans using observations and informal assessment that identifies their next steps. The medium term plan informs a more detailed weekly plan of the enhancements that will be made to continuous, independent and adult supported provision as well as focussed adult led activities. Individual session plans are differentiated to meet the needs of individuals and groups of children. They include the objectives, key vocabulary and outcomes we are looking for.

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.

5. Assessment

At Essex Primary, 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. During the first term in the EYFS, the teachers record a baseline assessment of the children's abilities as soon as they are settled.

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 on-going 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. 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 welcome parents' interest and involvement in school and value working alongside parents in a variety of ways.

As the children start school, they complete a home school agreement. The home school agreement outlines the importance of the school and the parents working together to build genuine relationships based on trust and openness.

All parents receive a curriculum guide detailing what their children will be learning about in school. We invite parents and carers to write about 'wow' moments that their child may have exhibited at home or any other comment about their child's learning.

7. Safeguarding and welfare procedures

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

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

We also teach E-safety and RSHE across our EYFS in age appropriate ways. All safeguarding and welfare procedures are outlined in the school's Safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Senior Leadership Team. At every review, the policy will be shared with the governing board for ratification.

Appendix 1 - PROCEDURES

Transition

Staff meet together to discuss the individual needs of all children including children with SEND (Special Educational Needs and Disability) and, if necessary, the child with SEND will have a Transition IEP. They also discuss the whole group that will form the new class so that arrangements to meet individual needs can be planned for and, if it is appropriate, reasonable adjustments made, e.g. change furniture arrangements for those with mobility problems. Large carpet areas are available for those who may find it easier to work on the floor.

Transition Procedure – Nursery

Parents, prior to their child's admission to Nursery, are expected to attend Essex Primary Playgroup, complete forms, discuss their child with a member of staff and familiarise themselves with the Nursery. These discussions will form the beginnings of the child's profile. The parents and carers are asked to inform us about any illness, medical conditions and dietary requirements. Once a child has attended the Playgroup, they will be given a Nursery start date.

Children transfer from the Nursery to Reception classes in September.

Transition from Nursery to Reception

Reception staff come to the Nursery, initially, to get to know the children. The children then visit their new class with their new teacher, prior to starting Reception. Transition procedures are reviewed annually in the summer term, prior to admission, to respond to the needs of the children. Transition will be undertaken over a period of weeks and the amount of children who stay for the full day and school lunch will be decided by the age of child and whether children are ready to manage eating independently.

WEEK 1 AM Nursery to attend AM Session
 PM Nursery to attend PM Session
 Children who haven't attended Essex Primary School Nursery attend the AM session.

WEEK 2 All children attend school full time.

Admission Procedure

The school follows the LA's policy and procedures for admissions to Reception.

Requests for Nursery places are taken by the office staff once a child reaches two years old. Applications are stored in the office and checked on a regular basis according to places available and/or the age of the child. Parents are invited to bring their child into the Playgroup when possible, where the child's readiness for Nursery will be assessed. Once a child reaches three years plus, parents are contacted by letter to confirm they have a place in our Nursery. Parents must write or call to accept the place within two weeks; otherwise they may lose the place. Nursery admissions are administered by the school. Reception admissions are administered by the LA.

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 www.essex.newham.sch.uk
Procedure for responding to illness	See health and safety policy www.essex.newham.sch.uk
Administering medicines policy	See health and safety policy www.essex.newham.sch.uk
Emergency evacuation procedure	See health and safety policy www.essex.newham.sch.uk
Procedure for checking the identity of visitors	See visitor policy www.essex.newham.sch.uk
Procedures for a parent failing to collect a child and for missing children	See attendance policy www.essex.newham.sch.uk
Procedure for dealing with concerns and complaints	See complaints policy www.essex.newham.sch.uk