

# Early Years Foundation Stage (EYFS) policy

Field Place Infant School

## Field Place



## INFANT SCHOOL

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| Approved by:        | Paul Jones    | Date: 27.02.2023 |
| Last reviewed on:   | February 2023 |                  |
| Next review due by: | February 2025 |                  |

This policy will be reviewed and approved by Lucy Crouch, Foundation Stage Leader, every two years. At every review, the policy will be shared with the governing board.

# Contents

|  |   |
|--|---|
| 1. Aims .....  | 2 |
| 2. Legislation.....  | 2 |
| 3. Structure of the EYFS.....  | 2 |
| 4. Curriculum .....  | 2 |
| 5. Assessment .....  | 4 |
| 6. Working with parents .....  | 5 |
| 7. Safeguarding and welfare procedures.....                              | 5 |
| 8. Monitoring arrangements.....  | 5 |
| Appendix 1. List of statutory policies and procedures for the EYFS ..... | 6 |

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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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

At Field Place our Early Years Foundation Stage includes our Nursery class and 3 Reception Classes.

### 3.1 Nursery

From the term after they turn 3, children can join our nursery class using their free childcare entitlement.

We run a beginning of the week and an end of week session for our children entitled to 15 hrs funding.

**Beginning of the Week Session:** Monday and Tuesday 8.50 – 2.50 and Wednesday 8.50 – 11.50

**End of the Week Session:** Wednesday 11.50 – 2.50, Thursday and Friday 8.50 – 2.50

Children eligible for 30 hours funding can attend Monday – Friday 8.50 – 2.50.

Follow this link to see if you're eligible for 30 hrs funding - <https://www.gov.uk/apply-30-hours-free-tax-free-childcare>

### 3.2 Reception

Children are able to join our Reception setting in the academic year they turn 5.

We have 3 class bases with a Class Teacher and a Learning Support Assistant attached to each class. The staff work throughout the setting and support all children across the year group but have a primary relationship with the children in their class.

### 3.3 Play

Play is a fundamental part of our practice. Our environment and skilful adult interactions ensure that children have opportunities to embed their learning within meaningful contexts that have no ceiling. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They have the opportunity to apply their skills of communicating, sharing, self-regulating, reading, writing and problem solving in meaningful, creative contexts. We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

#### Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

#### Creativity and Critical Thinking

Children are given opportunities to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## 4. Curriculum

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

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

### 4.1 Planning

Staff meet weekly to plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff working with the Nursery children are expected to focus strongly on the 3 prime areas, while Reception staff build on from these and focus more heavily, particularly in the Spring Term and Summer Term, on the Specific areas of learning.

Staff will always consider 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.

Planning reflects the needs and interests of each individual cohort. While key skills and knowledge underpin each term's planning, the pace of teaching and individual sessions are determined by the children we have within our setting.

Themes and contexts are driven by the children's changing interests as well as favourite texts; such as *The Gingerbread Man*, *The Hungry Caterpillar* by Eric Carle and *Bedtime for Monsters* by Ed Vere.

## 4.2 Teaching

### 4.2.1 The Learning Environment

The children have access to a continuous provision that includes the resources they need to engage in open ended and deeply absorbing play. Children are taught, early on, to use the resources safely and effectively so they are able to lead their own play. Staff make enhancements to the provision based on the developing needs and interests of their cohort.

The children have access to resources that allow them to engage in a variety of play experiences and further their understanding in all areas of learning.

Displays and print in the classroom reflect the growing skill level and knowledge of the children within the space.

### 4.2.2 The Role of the Adult in Child Led Play

Children at Field Place have access to the continuous provision for sustained periods of time each day. In both Nursery and Reception, staff engage with the children at their starting points and play with the children to support them in strengthening their connections and furthering their thought processes. Learning in the EYFS is about the process, children are supported to think about *how* they will approach a task and what they will need *to do* to achieve their goal. Staff support children to meet their own goals through sustained shared thinking and, where appropriate, modelling. We value the steps made towards to goal even if the goal is not met then and there.

Staff also take the time to step back and observe children in their play. These observations are shared between staff and inform planning, not just for the future but in the moment interactions and daily environmental enhancements.

### 4.2.3 Adult Led Sessions

Planning for Adult led sessions is informed by the aforementioned observations as well as formative and summative assessment. Occasionally, a pre-planned session may be quickly adapted or aborted to focus on developing an organic learning opportunity.

Staff lead planned group sessions across the day. Both small group and whole group sessions are kept succinct and meaningful.

In Reception children come together for 4 adult led inputs over the course of the day. Maths and Phonics/Reading are taught daily, while all other areas of learning are covered across the year at purposeful points. In Reception, children also partake in small group reading, maths and writing sessions with the class teacher. These are planned alongside the whole group planning but reflect the skill level of each individual group. Our phonics scheme is Read, Write, Inc., children begin this in the first week of school. Attainment is tracked rigorously and additional catch up provision is provided when gaps are identified. This ensures all children do well from their starting points.

In Nursery, group sessions are brief and centre around songs, rhymes, early phonics, number, stories and meaningful explorations. The majority of teaching in Nursery is done through interactions in play that support children to progress in the moment.

## 5. Assessment

### 5.1 Formative Assessment

At Field Place, 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 and in the moment decisions. Staff also consider observations shared by parents and/or carers. Staff meet as a team regularly to discuss the children and the shape their learning is taking.

## 5.2 Summative Assessment

At the end of each term class teachers track their children's progress using our data tracking system (currently BromCom). The data attained from these assessment points highlight any broader gaps or needs within the cohort and staff can plan accordingly from there.

### 5.2. Reception Reporting

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). This is completed online and the data is sent off to the DfE for their use.

At the **end of Reception**, 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 children learn and develop well when there is a strong partnership between staff and parents and/or carers.

In Nursery and Reception, the class teacher takes on the role of Key Person, who helps to ensure that each child's learning and care is tailored to meet their needs. The teacher supports parents and/or carers in guiding their child's development at home. We also help families to engage with more specialist support, if appropriate, and signpost them towards our school Inclusion Leader and outside agencies, when necessary.

Parents and/or carers are kept up to date with their child's progress and development through regular opportunities to meet. Once in Autumn, once in Spring and once in the Summer Term parents' are offered the chance to have a consultation with the class teacher. This meeting is supported by an Individual Development Plan for each child that outlines their progress within the Characteristics of Effective Learning and any next steps in their individual learning journey. At the end of Reception, the EYFS profile helps to provide parents and/or carers with their child's current levels of knowledge, understanding and abilities in the seven areas of learning as well a picture of them as a learner.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by exploring the concepts of healthy and not healthy alongside key lessons in

- The effects of eating too many sweet things
- The importance of brushing your teeth
- How we can look after our bodies

We also teach the children to have ownership over their bodies through age appropriate conversations around consent and an understanding of privacy.

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

## 8. Monitoring arrangements

The Headteacher, other members of SLT, Foundation Stage Leader and subject co-ordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

## 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                                |