



# *UPSHIRE PRIMARY FOUNDATION SCHOOL*

## **EARLY YEARS FOUNDATION STAGE POLICY**

### *Mission Statement*

*At Upshire Primary Foundation School, we aim to provide opportunities for the children to achieve their full potential academically, creatively, socially, physically and emotionally in a happy, supportive, caring and inspiring environment.*

### *School Vision*

***INSPIRE\*EXCITE\*ACHIEVE***

*Imagine an inspiring and exciting environment where learning happens because children want to achieve!*

## Contents

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

## 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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

We have a separate Pre-school in the school grounds which offers morning or afternoon sessions for children from the age of 9 months to 4 years old. The Pre-school offers 15 and 30 hours a week and is currently open during term time only.

The Pre-school is part of the Early Years Alliance and the National Day Nurseries Association and adopts and follows their policies. For further information on the Pre-school, please contact the Pre-school Office.

Our reception children start full-time school during the academic year in which they are 5 years old.

## 4. Curriculum

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

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 are strengthened and applied through 4 specific areas:

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

### 4.1 Planning

Our 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. Themes and topics are chosen based on the current interests of the children. The curriculum map provides a yearly overview and ensures all areas of learning are covered. Phonics is taught using Twinkl Phonics Scheme. We follow the school ethos of Inspire, Excite, Achieve, providing motivation and excitement for learning through engaging, multisensory activities.

#### 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.

### 5. Assessment

At Upshire Primary Foundation 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. Observations are recorded and shared using Tapestry learning journal. Parents/carers are encouraged to contribute to these regularly to enhance assessments using information from home. These observations are used to shape future planning.

When a child is **aged between 2 and 3**, if they attended a Pre-school or Nursery staff will have reviewed their progress and provided 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). Termly assessments are then made and recorded using target tracker. Analysis of this data then informs planning and interventions.

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 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. Written reports are provided at the end of the year and also in the Spring term and parents are invited to a parents evening, also in the Spring term. We hold a Phonics meeting for the parents of our Reception Class in the Autumn term. Tapestry learning journal is used in both Preschool and Reception to share the children's learning with parents regularly.

In our Pre-school 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 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 ensure 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 9 months to 2 years, we have a least one member of staff for every 3 children
- For children aged 2, we have at least one member of staff for every 5 children
- For children aged 3 and over we have at least one member of staff for every 8 children

We comply with infant class size legislation and have at least one teacher per 30 pupils.

We have at least one 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 talking to children about:

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

Concerns are recorded and shared with the appropriate members of staff using My Concerns. The rest of our safeguarding and welfare procedures are outlined in our school's child protection policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Curriculum & Pupil Related Matters Committee every of 2 years, unless changes need to be made earlier.

**Confirmation that the EYFS Policy in respect of Upshire Primary Foundation School has been discussed and formerly adopted by Governors.**

## 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