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<b>Early years foundation stage (EYFS) Policy</b>	Issued: December 23
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<b>APPROVAL BY</b>	<b>FULL GOVERNING BODY</b>

# Early years foundation stage (EYFS) Policy

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## **1. Introduction**

This policy is based on requirements set out in the 2023 Statutory framework for the Early Years Foundation Stage (EYFS) [1].

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

### **Statutory framework for the early years foundation stage**

Setting the standards for learning, development and care for children from birth to five – Department for Education 2021.[1]

## 2. 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.

## 3. Curriculum

Our early years setting follows the curriculum as outlined in the 2023 EYFS statutory framework. There are seven areas of learning and development that shape education programmes in EYFS settings (Development Matters [2]).

These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The ‘prime’ areas of learning and development are:

- Communication and language - Listening, attention and understanding - Speaking
- Physical development - Gross motor skills - Fine motor skills
- Personal, social and emotional development -Self-regulation - Managing self - Building relationships.

The ‘specific’ areas of learning and development, through which the prime areas are strengthened and applied are:

- Literacy - Comprehension - Word reading - Writing
- Mathematics - Number - Numerical patterns
- Understanding the world - People, culture and communities - Past and present - The natural world
- Expressive arts and design - Creating with materials - Being imaginative and expressive.

## 4. 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 informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs.

Each area of learning and development will be implemented through pupil-initiated activity and some adult-led focus. The school will respond to each child’s emerging needs and interests, guiding their development through friendly and positive interaction. 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.



Continuous provision and enhanced provision is planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **5. 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 more general features of good practice in our school that relate to the Early Years Foundation Stage (EYFS) are:

- The partnership between teachers and parents, so that our children feel safe and secure at school and develop a sense of well-being and achievement.
- The understanding that teachers have of how children develop and learn, and how this affects their teaching.
- The range of approaches used that provide first hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the EYFS.
- To allow children to become excited about their learning and to promote awe and wonder and questioning skills.
- The provision for children to take part in a range of activities that build and extend on their interests and develop their intellectual, physical, social and emotional abilities and offer challenge.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The early identification of the progress and future learning needs of children through observations, which are regularly shared with parents.
- The good relationships between our school and the settings that our children experience prior to joining our school.
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do.
- The regular identification of training needs of all adults working within the EYFS.

## 6. Assessment

At Alfred Lord Tennyson School (ALTS), ongoing assessment is an integral part of the learning and development processes. Assessment in EYFS takes the form of both formal and informal observations, teacher and teacher assistant knowledge of the pupil and photographic evidence. Assessment is ongoing and involves observations from both the teacher and other adults as appropriate. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

### 6.1. Nursery:

During the first term in Nursery the teacher assesses the ability of each child through observation and activities. These assessments allow us to shape learning experiences for individual children and groups of children. This first baseline assessment will also consider any other records we receive from previous preschool settings, parents and childminders.

### 6.2. Reception:

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 [2]), in partnership with other local schools and local authority colleagues, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

At Alfred Lord Tennyson School we use Class Dojo (an online Learning Journal/communication platform) to record and share observations and progress through the curriculum. This is also a valuable tool in building a parent partnership.

## 7. Structure of Early Years

Our EYFS setting encompasses both Reception and Nursery Classes.

Nursery sessions are as follows:

Morning session:	8:45 – 11:45
Afternoon session	12:15 – 3:15
Lunch time is:	11:45 – 12:15

15 hour placements are funded as part of the universal offer.

30 hours extended funding hours are available for those children who meet the extended funding criteria.

Non-funded hours require an additional charge, please contact the school office for more information on this.

## **8. Induction process**

### **8.1. Nursery:**

To ensure that children are happy and comfortable before starting in our nursery we suggest the following will help support them in the settling in process:

- A parent/carer to spend an hour with their child in the setting playing alongside them.
- A parent/carer to attend for an hour with their child but gradually step back to allow them to play independently or with others.
- A parent/carer can leave their child at the setting for an hour.
- If settled, the child can be left for a morning session/afternoon session without their parent/carer.
- Once completely settled and comfortable, child can attend a full time session.

### **8.2. Reception:**

Prior to a child starting school the following visits are conducted:

Early Years staff will visit each child in their home environment.

Each child and their parents and carers will be invited to the New Parent Induction Meeting at Alfred Lord Tennyson School in order to familiarise themselves with both the staff and the foundation unit environment.

In the Summer Term children will be invited to a 'stay and play' session where they can meet their teacher, see their classroom and adjust to their new surroundings.

Children will be provided with a welcome pack which will include photos of the Reception staff and activities to prepare them for school. Parents can share this with their child over the summer holidays to support them in this transition to school.

When children join the school in September they will start full time from the first day. If Parents would like to discuss their child starting part time this will be in liaison with the Headteacher and EYFS Lead.

## **9. Working in partnership with parents/carers**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We will develop this working relationship between the school and parents and carers as follows:

- 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 nursery 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 operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Early Years staff

have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.

- We conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home such as, reading/phonics and handwriting.
- We conduct Family Learning Review Meetings late in the Autumn term and in the Spring term to inform parents and carers formally of a child's overall progress.
- Each child has a formal report, detailing progress and attainment towards the end of Reception which can be discussed informally if needed.

## **10. Intimate care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet, changing underwear following an accident or changing nappies.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins Alfred Lord Tennyson School.

## **11. Safeguarding**

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [3].

Online safety lessons are conducted regularly within the school to help to ensure that children stay safe online – see Online Safety Policy [4] and ICT Acceptable Use Policy [5]

All concerns must be reported to our Designated Safeguarding Leads:

Mrs K O'Connor, Mrs S Smith, Mrs J Appleby and Mrs L Bunker.

## **12. Monitoring arrangements**

This policy will be reviewed and approved by the EYFS leader every 2 years.

At every review, the policy will be shared with the governing board.

## **13. References**

- [1] gov.uk, "Early years foundation stage (EYFS) statutory framework," 4 September 2023. [Online]. Available: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>. [Accessed 21 October 2023].
- [2] gov.uk, "Development Matters," 4 September 2023. [Online]. Available: <https://www.gov.uk/government/publications/development-matters--2>. [Accessed 21 October 2023].
- [3] Alfred Lord Tennyson School, "Child Protection and Safeguarding Policy".
- [4] Alfred Lord Tennyson School, "Online Safety Policy".
- [5] Alfred Lord Tennyson School, "ICT Acceptable Use Policy".

