



# THE WOLDS & VALE FEDERATION



# Early Years Foundation Stage (EYFS) policy

**November 2023**

<b>Approved by:</b>	The Interim Executive Board	<b>Date:</b> November 24 <sup>th</sup> 2023
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# Contents

1. Aims.....	3
2. Legislation .....	3
3. Structure of the EYFS .....	3
4. Curriculum .....	4
5. Assessment.....	7
6. Working with parents and carers.....	8
7. Safeguarding and welfare procedures .....	8
8. Monitoring arrangements.....	8
Appendix 1. List of statutory policies and procedures for the EYFS .....	9
Appendix 2. Additional Information regarding EYFS Statutory Framework Section 3 Safeguarding and Welfare Requirements .....	10

## 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 \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

At the Wolds and Vale Federation we offer Early Years provision across both our schools.

### Sherburn

At Sherburn CE Primary School, have an Early Years Unit. This offers places for children who are 2 year old, Nursery aged children (3-4 years old) and Reception aged children (4-5

years old). It is a teacher led Unit with other, appropriately qualified, members of staff making up the Early Years Team.

## **Luttons**

At Luttons Community Primary School, our Early Years children are integrated into a class setting alongside our Year 1 and Year 2 children. The class is teacher led and other appropriately qualified members of staff make up the class team.

## **Both Schools**

In both schools, nursery sessions are offered across the week, with Universal 15 hours and 30 hours places available. Sessions above any entitlement can be paid for in advance in discussion with the Early Years Team and Admin staff. Nursery session costs (as of November 2023):

1 session (8.45-11.45am OR 12.15-3.15pm): £12

Whole Day: (8.45am-3.15pm): £24

Lunchtime is included within the hours as we see this as an important and vital aspect of the children's Personal, Social and Emotional Development, Communication and Language and Physical Development.

## **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. These areas are divided into The Prime Areas and the Specific Areas. 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.

### **Prime Areas:**

Personal, Social and Emotional Development

Communication and Language

Physical Development

### **The Prime Areas are strengthened and applied through the Specific Areas:**

Literacy

Maths

## Understanding the World

### Expressive Arts and Design

Across both schools, the Little Wandle Letters and Sounds Revised phonics programme is taught. Children begin their phonics and early reading journey from Nursery with short, well planned and sequenced phonics sessions that begin to develop their phonological awareness. Teaching and Learning is through playful activities where children enjoy their participation.

As the children move into Reception, phonic sessions increase in time over the year until, in the Summer Term, the children enjoy taking part in 30-minute sessions. These are well structured, planned and sequenced. The children in Reception also take part in reading with an adult three times a week and parental support is highly encouraged to ensure continued progress and success through the phonics programme.

We also follow the Talk Through Stories programme which focusses on increasing vocabulary and promoting the love of reading for pleasure. Children enjoy hearing a range of stories each week and build up their knowledge of story vocabulary over time. Along with carefully selected Class Readers and their own choice of books during child-initiated activities, our children receive a rich and varied reading diet.

Our Reception children follow The Write Stuff writing programme. This is a structured approach to the teaching and learning of writing and is sequenced according to age. During the lessons, the focus, over each Unit, is on increasing a child's vocabulary and then using these words to create simple sentences, initially verbally and then, as they are able, beginning to write simple captions and sentences. Over time, the children's writing knowledge, skills and stamina improves and they begin to become fluent writers.

Alongside this structured approach, there are many opportunities within all Areas of Provision for Nursery and Reception children to learn about writing – the purpose as well as practising their knowledge of letters and sounds and their skills – using a variety of tools to develop a strong grip.

There are many opportunities for children to develop their gross and fine motor skills needed to become fluent and successful writers. Children take part in Dough Disco and Squiggle Me A Writer activities daily and these focus on strengthening muscle tone and core strength needed to be a writer.

There is an age appropriate, structured Maths programme in place too, where children learn about numbers, patterns, shapes and simple counting and calculations. All activities are practical and consolidation opportunities are provided through the Areas of Provision both indoors and out as well as during everyday conversations and activities, such as snack time.

## **4.1 Planning**

Our staff plan activities and experiences for children that enable children to develop and learn effectively. The Prime Areas (Personal, Social and Emotional Development, Communication and Language and Physical Development) are the bedrock of successful learning and so are woven into all activities – planned and spontaneous.

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.

Staff plan according to the structured, commercial plans that are used as well as "in the moment planning" for more spontaneous teaching and learning opportunities. This may be using questioning or talk to further children's knowledge and/or skills or to provide resources to further learning.

## **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.

Children primarily learn through play, although there are short periods of time where the children and staff come together to learn as a whole class. These sessions are designed to ensure coverage of the knowledge and skills as set out in the Early Years Areas of Learning as well as training the children's listening, attention and focus for future years. These sessions are adult planned and led but child participation is encouraged and fostered.

All Areas of Learning are represented within each Early Years setting with resources attractively displayed for children to access easily. Areas are resourced to show a high level of Continuous Provision and are also enhanced according to children's interests or subjects/topics being taught at any given time.

Children enjoy accessing Areas of Provision indoors and out and go outdoors in all weathers! Both schools provide appropriate waterproof clothing and both Early Years settings take part in Forest School activities each week.

When learning in the Areas of Provision, children enjoy adult initiated and child-initiated activities. Adult initiated activities are provided to ensure curriculum coverage as well as responding to individual and/or group need. Child-initiated activities are begun and

developed by the children themselves with adults in a supporting role to extend learning opportunities, vocabulary, social and emotional skills and to weave in the various aspects of the Areas of Learning.

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

Across the Federation, ongoing assessment is an integral part of the Early Years learning and development processes. Staff observe pupils to identify their level of progress, 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 of a child **starting Reception**, staff will administer the national, statutory Reception Baseline Assessment (RBA). This sees each child work with a teacher on an individual basis and complete simple activities that give baseline data for Literacy, Maths and Communication. All activities are playful and fun and the children enjoy participating. Although a brief summary of pupil achievement is provided, the actual data is then stored until the child reaches Year 6 and is used to calculate the measure of progress the child has made throughout their Primary School years.

The end of the Reception year is the end of the Early Years Foundation Stage of Learning. In the Summer Term, staff complete the EYFS profile for each child. Pupils are assessed against 17 Early Learning Goals which are made up of various aspects of the Prime and Specific Areas of Learning. The assessment indicates whether they are:

- Meeting expected levels of development ("Expected")
- Not yet reaching expected levels ("Emerging")

The profile reflects ongoing observations, and discussions with parents and/or carers. Depending on how many Early Learning Goals a child achieves, they are said to be achieving a "Good Level of Development". This is the expected standard for the end of Reception/the Early Years stage. The results of the profile are shared with parents and/or carers for their child. If a child does not achieve a Good Level of Development, support will be put into place for further development as they move into Year 1.

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 upon request.

## 6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. Parents and carers are invited to speak informally with staff on a daily basis and share relevant information that might affect their child.

Parents and/or carers are kept up to date with their child's ongoing progress and development during the two Parents Evening Consultation events each year. At key points throughout the year, the progress check information and EYFS profile scores help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. The EYFS Profile scores are shared with parents accompanied by an explanatory letter and parents are invited into speak with staff for further clarification if needed.

Parents are encouraged to speak to setting staff at any time about their child's development and progress or to share information that might be relevant to their child's behaviour and/or well-being.

Each child is assigned a Key Person. A Key Person supports parents and carers in guiding their child's development at home as well as ensuring learning and care is tailored to meet need within the setting. The Key Person is able to liaise with other school staff if more specialist support is required eg: the SENDCO. This is usually the class teacher, although all members of the Early Years setting teams will have positive relationships with the children in their care. Parents can ask to speak with the named Key Person or any member of the setting team whenever they need to, informally or make an appointment if more convenient for either party.

## **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 make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

In both of our schools, our Early Years children are in mixed classes. Therefore, we determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 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 the children informally and formally about the effects of eating too many sweet things and the importance of eating a healthy diet as well as brushing their teeth properly and regularly. These conversations may take place informally, during everyday conversations or more formally during specifically planned lessons as part of the curriculum or in response to need.

The rest of our safeguarding and welfare procedures are outlined in our school's Child Protection and Safeguarding Policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by The Headteacher every year and updated as needed.



At every review, the policy will be shared with the Interim Executive 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	Child Protection Policy
Procedure for responding to illness	Children With Health Need Policy First Aid Policy Supporting Children with Medical Needs Policy
Administering medicines policy	Supporting Children with Medical Conditions Policy
Emergency evacuation procedure	Child Protection Policy
Procedure for checking the identity of visitors	Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Uncollected Children Policy
Procedure for dealing with concerns and complaints	Complaints Policy Parental Code of Conduct

## Appendix 2. Additional Information regarding EYFS Statutory Framework Section 3 Safeguarding and Welfare Requirements

<p>Early Years children are covered by the Federation Child Protection Policies and Procedures.</p> <p>This information below is to respond specifically to EYFS issues as outlined in Section 3 of the EYFS Statutory Framework.</p>	
3.4-3.8	<p>All staff take part in statutory annual and ongoing safeguarding training throughout the school year.</p> <p>Training is logged on a central Training Log</p> <p>Staff safeguarding knowledge and skills are checked frequently by internal checking processes and external validation.</p>
3.12-3.13	<p>Checks are carried out on EY staff and recorded on the SCR.</p> <p>The SCR is checked each half term (alternating between schools) by the Headteacher with regular, additional validation by the Safeguarding Governor.</p> <p>All checks are recorded on an SCR Check spreadsheet.</p>
3.21	<p>Information is included in the Induction Pack shared with new members of staff on arrival.</p>
3.25	<p>At least one member of staff with current Paediatric First Aid certificate is on the premises and available at all times when children are present and on outings.</p> <p>Training is kept up to date via the Admin staff and logged on a central Training Log.</p>
3.26	<p>All Early Years staff have a sound understanding and use of English.</p> <p>All Early Years staff are able to communicate well in English in terms of record keeping, communicating with parents and external agencies and understanding instructions for the safety and administering of medicines and food hygiene.</p>
3.27	<p>In each Early Years setting in the Federation, the Key Person for overall responsibility for the children is the class teacher. All members of the class teams have positive relationships with the Early Years children well and parents may choose to speak to a member of the class team instead of the Class Teacher.</p> <p>Both Early Years settings in each school are staffed according to the statutory requirements and the needs of individual children within the group</p>
3.48	<p>Early Years children are provided with a healthy snack each day and eat it in a hygienic environment.</p>

	<p>Fresh drinking water is also available for children at all times during the day as well as the children being encouraged to bring their own water bottles.</p> <p>Parents are encouraged to send in water for children to drink each day and avoid high sugar juices etc.</p> <p>During the admissions process, parents are encouraged to share dietary/allergy information with school and this is noted and updated annually.</p> <p>Parents are also asked to share new information regarding dietary/allergy information as it is diagnosed. Records are then updated centrally and staff informed.</p>
3.49	<p>Hygienic areas are available in both Early Years settings to prepare food and snacks for Early Years children if needed. Information regarding the safe preparation of food and health information for young children is displayed in classroom settings as well as staff room settings where Early Years children's food might be prepared.</p>
3.53-3.54	<p>Early Years staff are trained in the Federation Behaviour and Relationship policy and the Behaviour management system.</p> <p>See the Behaviour and Relationship Policy</p> <p>Early Years staff are included in specific and specialist behaviour professional development.</p>
3.60	<p>In both Early Years settings there is a sleep log available to complete should a child fall asleep during the session.</p> <p>Sleeping children should be checked every 10 minutes and this logged and signed by a member of staff.</p>
3.63	<p>See Uncollected Children Policy</p> <p>Staff are trained not to allow children to go home with other adults unless specifically notified by the parent/carer in person, via DoJo message or message via the office.</p> <p>Early Years staff and settings are included in the Invacuation procedures as set out in the Child Protection Policy .</p>
3.68	<p>Children with additional needs in the Early Years settings at both schools come under the responsibility of the SENDCO.</p> <p>Where needed, the SENDCO liaises with Early Years staff with regard to documentation, meeting needs and offering advice and support for children with additional needs.</p> <p>Safeguarding Children with Additional Needs is covered with the Child Protection Policy.</p>
3.74	<p>See Early Years Policy</p> <p>Early Years information shared with EY parents. This includes:</p> <ul style="list-style-type: none"> <li>● How EY is delivered in the setting</li> <li>● How parents can access more information</li> <li>● The range and type of activities provided for the children</li> </ul>

	<ul style="list-style-type: none"><li>● Daily routines</li><li>● How parents can support learning at home</li><li>● How SEND children are supported</li><li>● Food and drinks provided for the children</li><li>● Policies and procedures available to parents</li><li>● Staffing in the setting – named Key Persons</li><li>● School contact information</li></ul>
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