

Pinner Wood School



Early Years Foundation Stage (EYFS) policy

Approval Authority

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Signed by Chair of GB:

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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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

At Pinner Wood Primary School, we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

The Statutory framework for the early years foundation stage states four guiding principles which should shape practice in the early years. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self assured;
- children can be strong and independent through **positive relationships**.
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and /or carers;
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND);

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment support the child to remain an effective and motivated learner.

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

The EYFS setting covers children aged 3 to 5 years old. Full time hours are offered from 8.40am to 3.00pm. The nursery offers free childcare for 15 and 30 hours.

4. Curriculum

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

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

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

4.1 Planning

The Reception and Nursery areas are carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn and there is a strong focus on children talking about and making choices within their learning experiences and developing independence and self-management. All activities are based upon current assessment.

We start from the child and his/her needs and plan the learning linked to our assessments and observations. We enhance our provision through objects, prompts, conversation and questioning. Our rigorously planned curriculum helps children to develop and achieve in all areas In-depth understanding of how children develop and learn.

Staff 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.

We use the development statements in Development Matters (DfE 20121) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for characteristics of effective learning to be demonstrated and embedded.

Planning is based on children's interests. The long term plan states the topics and key questions followed throughout the year. These are subject to change according to cohort interests.

4.2 Outdoors

The provision and planning for outdoor play, just as indoor play, reflects the diversity and richness of the experience and developing interests of the children. Outdoor provision allows for quiet, reflective areas and busy, moving play areas, developing exploration and imagination and providing opportunities for large scale experiences.

4.3 Play in the Early Years Foundation Stage

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. Children are given the opportunities to explore, discover and take risks within a safe and supported environment both inside and outside. Play underpins the delivery of the Early Years Foundation Stage curriculum.

Children 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 express fears or re-live anxious experiences in controlled and safe situations. They learn through being active learners working with a wide range of resources in a wide range of contexts. Through play children will develop creatively, physically, socially and emotionally as well as academically.

4.4 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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.

Explicit phonics lessons are taught using the scheme Read Write Inc, also taught to the children in Key Stage 1. Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. (see English policy) Mathematics is taught on a daily basis, in a timetabled lesson, but children practise and use their maths throughout the school day

and have access to a range of mathematical opportunities in their play. At Pinner Wood we use Numicon to support the learning of number. The aim of Numicon is to make numbers real for children through them being able to see and touch them. It fits in with the Maths Mastery approach, providing a concrete object to represent each number. It also has a multi-sensory approach that's known to help learning. (see Maths policy)

5. Assessment

At Pinner Wood, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils using record sheets and online observations, in addition to taking notes on progress and attainment during adult led activities to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child reaches the end of Nursery and Reception, practitioners review their progress and provide parents and/or carers with a written report of the child's development. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

From September 2021, we began using The National baseline assessment (RBA), in addition to the schools assessment tracker, Target Tracker, to capture baseline assessments that are carried out in the first few weeks of school. This assessment informs us of the cohorts' emotional needs, as well as academic attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with SLT.

We ensure our end of EYFS assessments are reliable through: -

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across EYFS team
- moderation with pre-school, Year 1 teachers, Local Authority
- Regular identification of training needs of all adults working within the Early Years Foundation Stage through effective annual appraisals

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 or
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

The role of parents

We believe that all parents play a vital role in the education of their child. They know best how their child learns, what comes naturally to them and in which areas they need more support. All staff value time to discuss individual children with their parents. We do this through:

- Inviting all parents to an induction meeting during the term before their child starts in Nursery or Reception
- Giving children and parents the opportunity to spend time with the new teacher in the new classroom before starting school
- Staff are available before and after school every day if parents need to discuss anything
- Staff actively and regularly give positive feedback and ideas for supporting children at home through workshops and drop in sessions at school
- Parents are invited to parents evening meetings
- Our Tapestry Learning Journeys are shared with parents. Parents are able to both access and comment on observations made at school, as well as uploading their own observations of home learning and experiences. This is checked regularly and can be used for daily communication

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by SLT and The School Governing Body every 2 years.

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

Statutory policy or procedure for the EYFS	Where can it be found?
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