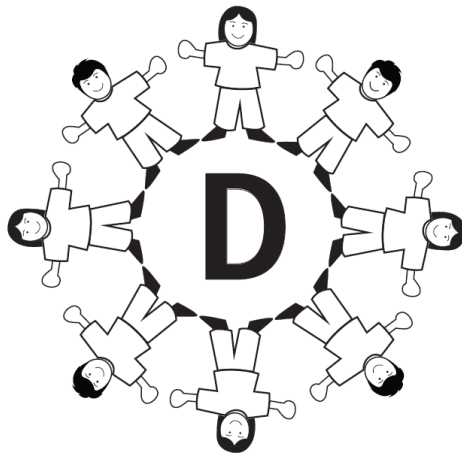


# Dalestorth Primary and Nursery School



## Early Years Foundation Stage (EYFS) Policy September 2024

# Contents

<u>1. Aims</u> .....	3
<u>2. Legislation</u> .....	3
<u>3. Structure of the EYFS</u> .....	3
<u>4. Curriculum</u> .....	3
<u>5. Assessment</u> .....	4
<u>6. Working with parents</u> .....	4
<u>7. Safeguarding and welfare procedures</u> .....	5
<u>8. Policy Review</u> .....	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 the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2024](#).

## **3. Structure of the EYFS**

Our early years setting consists of a 52 place Nursery and 45 place Reception. Nursery morning sessions are 8.30-11.30 and afternoon sessions are 12.30-3.30. 30 hours is available to Nursery children where lunch club is an additional charge each day for 11.30-12.30. The Reception day is 8.40-3.10.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2024.

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 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.

The Foundation Stage has a 2 year long term planning cycle. From this medium term and weekly plans are created to ensure full coverage of the curriculum. 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.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, adult-initiated 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 expectation for their ability to follow instructions and complete tasks independently or through adult-led activities increases. At the end of the Reception year, our aim is that all children will be prepared and confident to tackle their transition to Year 1.

### **5. Assessment**

At Dalestorth Primary and Nursery 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. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. We use Tapestry to record observations on an online learning journal, parents can contribute to this from home. Children's data is then collated using Insight at 4 checkpoints during the year.

Children in Nursery are assessed on a regular basis and progress tracked through the year at 4 checkpoints. Staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas as they leave the Nursery setting to begin their Reception year. 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).

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 through Tapestry observations, parents' evenings, informal meetings and end of year reports. 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 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 promote a healthy lifestyle in school, discussing healthy choices throughout the daily routine e.g. hand hygiene and food choices at snack time. The staff are always available to listen to children if they have any worries or concerns and are skilled in recognising changes in individual children which may present red flags.

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

### **8. Policy Review**

This policy is to be reviewed every two years.

**Policy written by J.Bailey**

**Policy adopted: September 2024**

**Policy due to be reviewed: September 2026**

## 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 whole school child protection and safeguarding policies
Procedure for responding to illness	See first aid policy
Administering medicines policy	See medicines and medical conditions policy
Emergency evacuation procedure	See fire procedure and evacuation procedure policy
Procedure for checking the identity of visitors	See whole school child protection and safeguarding policies
Procedures for a parent failing to collect a child and for missing children	See whole school child protection and safeguarding policies
Procedure for dealing with concerns and complaints	See complaints procedure policy