

Early Years Foundation Stage (EYFS) policy

The Mary Bassett Lower School



Approved by:	Governing Body	Date: January 2024
Last reviewed on:	November 2022	
Next review due by:	January 2025	

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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
- 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

The Mary Bassett Lower School

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

3. Structure of the EYFS

What is EYFS?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Within the EYFS at the Mary Bassett Lower School we have provision for children from 2 years through to 5 years.

The EYFS is based upon four principles:

1. **A unique child** – developing resilient, capable, confident and self-assured individuals.
2. **Positive relationships** – supporting the children in becoming strong and independent.
3. **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
4. **Learning and developing** – An acknowledgement that children learn in different ways and at different rates

We have a 2 - 4 years old Nursery provision which is called Acorns class. The Nursery class can take a maximum of 60 children per session, depending on the number of children aged 2 within the session and has a Class Teacher, a Nursery Manager and nine Early Years Practitioners (a combination of full and part-time positions).

Our Nursery sessions run from 9am-12pm and 12pm-3pm Monday-Friday, term time only.

In addition to this, we have two Reception Classes, each with 30 children. Each Reception class has one class teacher and one teaching assistant.

Children leave the nursery class at the end of the Summer term before they turn 5 years old. All children within the nursery must apply for a Reception school place via the local authority school admissions procedure. A place in the Nursery does not guarantee a place within the Reception class.

Ratios:

2 years old: At least 1 adult to every 4 children

3 and 4 year olds in Nursery: At least 1 adult to every 8 children

Reception: 1 Class Teacher and 1 Teaching Assistant to every 30 children

In partnership with parents and carers we enable the children to begin the process of becoming active learners.

Home Visits

Prior to any child being welcomed into our School the first point of contact will be made, with both parents/Carers and child, in the home. A home visit will be made shortly before a new child is due to start the Nursery or Reception classes. Two members of staff will make the visit. This visit will provide the staff the opportunity to meet with parents/carers and the child in comfortable and secure surroundings. If home visits are not possible, arrangements will be made for the family to visit the school. Home visits will be used, not only to get to know parents and child, but additionally to explain routines, answer any questions that may be asked of the provision, Nursery or School and provide an overview of The Mary Bassett Lower School. The home visits will enable staff to interact with the child and provide him/her with a reference point for when they do formally start Nursery/Reception.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2023 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

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 consider 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. The pedagogy underpinning the planning, implementation

and provision within our EYFS is The Curiosity Approach. 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 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.

Through the implementation of our curriculum and The Curiosity Approach, children are taught the processes of learning. They are provided with high-quality opportunities to embed the skills acquired within the teacher-led lessons within carefully considered provocations which build on prior learning and enable opportunities to embed new knowledge and skills.

5. Assessment

At The Mary Bassett Lower 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, the bespoke learning offer as well as to ensure any individual needs and gaps in learning are addressed. Staff also consider 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 that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

As part of our daily practice, we observe and assess children's development and learning in order to inform our future planning and provision. We record our observations in a variety of ways with all member of staff encouraged to contribute, with regular discussions take place. In addition to this, a monitoring cycle is in place to promote and ensure the progress of individuals and groups of learners through; Pupil Progress Meetings, lesson observations, planning scrutiny, learning journey checks and triangulation meetings.

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 throughout the year informally through adhoc discussions, and formally at the parent consultation evenings. 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 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
- The role of the dentist

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

8. Monitoring arrangements

This policy will be reviewed and approved by Rebecca Collins-Pratt Early Years Lead, Annually.

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