



Old Buckenham Primary School and Nursery

Early Years Foundation Stage Policy

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Executive summary	This policy has been reviewed and amended in order to comply with the addition of our on-site Nursery.
Review Body	Teaching staff
Endorsed by	Governing Body
Review frequency & next review due	Annually – September 2021
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

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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

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

EYFS at Old Buckenham Primary School and Nursery consists of our Reception Class and our Nursery. The named Early Years Leader oversees the teaching of both of these two year groups.

Our Reception Class is based in the main school and is registered to take up to 30 children aged 4 and 5. It is staffed by a class teacher, one full time teaching assistant and one part time teaching assistant.

The Nursery is situated in a building behind the main school and is registered to take a maximum of 26 children per session with a maximum of 10 children aged under three years. A Nursery Lead oversees the teaching within this class. There is also one full time teaching assistant and three part time teaching assistants, in addition to flexible relief staff. Our ratio in Nursery is of 1 adult to 6-8 children for 3 – 4 year old children, and 1 adult to 4 children for under 3s.

Government funding is presently available for all children living in Norfolk and Suffolk from the term after their third birthday; at present funding is for 15 hours per week. We will also be offering 30 hours free for those children that are eligible. We can also offer free early learning and childcare for 2 year old's to parents who may be eligible. In the instances that all funding entitlement is used, standard fees are charged for the extra sessions.

4. Curriculum

We follow the EYFS Statutory Guidance, using a child centred curriculum that takes account of the interests and needs of each child. Our continuous provision ensures children are developing the 'Characteristics of Effective Learning' ('Playing and Exploring', 'Active Learning', and 'Creating and Thinking Critically'). When children are interested and engaged they are motivated and excited to learn and they develop the skills needed to be able to try and learn throughout their lives.

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In EYFS we learn through play. Both Nursery and Reception have a free flow environment which enables children to access a wide range of learning opportunities both inside and outside.

The EYFS describes seven areas of learning and development that are equally important and inter-connected. The prime areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive; the most essential for a child's healthy development and future learning.

These prime areas are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

These prime areas will then enable children to develop skills in four specific areas. These are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

These seven areas are used to plan, support and track the children's learning. Many activities support the development of several areas of learning. Most of all, the children in EYFS are developing a love of learning and the skills to support them to achieve their goals.

We promote and celebrate the Characteristics of Effective Learning with the children in EYFS:

- Be Proud: Celebrate great achievements, no matter how big or small.
- Have a go: Try new challenges as well as engaging with activities that children are already comfortable with.
- Challenge: We regularly use this word as children attempt new things and apply their skills, as they expand their 'comfort zone' and acquisition of knowledge, understanding and skills.
- Growth Mind-Set: Understanding the difference between having a 'Growth' or a 'Fixed' Mind-Set.
- Perseverance: Do not give up, keep on trying and overcome difficulty.
- Concentration: Focus on your challenge and be motivated to complete it.
- Make Links: Use critical thinking to see connections between things.
- Team Working: Learn the value of working with others.
- Independence: Be responsible for your own choices and learning, beginning to appreciate the impact this can have.
- The Power of 'Yet': Just because something is hard now, doesn't mean it will always be hard!

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In order to communicate and promote these learning behaviours within our children, we have designated characters who exemplify these characteristics the daily teaching in our classrooms. These characters can be explicitly referred to during stories, circle time sessions and all other parts of the EYFS curriculum as these behaviours permeate throughout our curriculum.

These characters are linked to the wider values that our whole school focuses upon:

Empathy: Mr Happy and Little Miss Hug

Resilience: Mr Brave and Mr Bump

Problem Solving: Mr Clever and Mr Adventure

Reflection: Little Miss Brainy and Little Miss Curious

Teamwork: Little Miss Twins

Further information about the characteristics of these characters and the 'Character Education' approach can be found within our Behaviour Policy.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

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, practitioners 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, in both indoor and outdoor environments. 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.

5. Assessment

At Old Buckenham Primary and Nursery, 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. Practitioners also take into account observations shared by parents and/or carers.

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When a child is aged between 2 and 3, practitioners 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.

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 ('expected')
- Exceeding expected levels ('exceeding')
- 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

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

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 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

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

8. Monitoring arrangements

This policy will be reviewed and approved by Dan Briscoe, EYFS lead, every year. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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