

Greenvale Primary School



EYFS POLICY

Policy Date	September 2023
Signed by Head Teacher	Mrs A Allnutt
Review Date	September 2024

**Updated in January 2024 in line with Statutory Framework for Early Years
Foundation Stage 2024**

Early Years Foundation Stage

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. [Statutory Framework for Early Years Foundation Stage 2024](#))

At Greenvale Primary, the Nursery has provision for up to 30 children, 3-4 year olds. Similarly, Reception has provision for 30 children, 4-5 year olds. The Foundation Stage is crucial as it prepares children for their exciting and meaningful learning journey. The Early Learning Goals (ELG) highlights what is expected of most children by the end of the Foundation Stage.

At Greenvale Primary, the Teachers and Early Years Practitioners have high expectations of children to help them succeed in their journey, this includes adapting lessons where necessary and encouraging children to have a positive mind-set when facing new challenges. The aim of the EYFS Policy is: “Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life. To fulfil this aim all children in EYFS should:

- ✓ Feel safe and secure;
- ✓ Be offered a wide range of new and exciting experiences and provided with the opportunity to consolidate, explore and investigate;
- ✓ Be challenged to reach the highest standards;
- ✓ Feel valued, respected and treated fairly;
- ✓ Feel enthusiastic and happy about coming to school;
- ✓ Children’s interests to be reflected in the activities set up;
- ✓ Develop a sense of confidence and responsibility for their own learning.

Greenvale Primary provides an Early Years environment where:

- ✓ The whole school community is enriched by each child’s uniqueness;
- ✓ We develop good community links;
- ✓ Children are encouraged to have high aspirations;
- ✓ There are high expectations for each child to try their best
- ✓ All are encouraged to make a positive contribution;
- ✓ Children are learning in a stimulating and purposeful learning environment;
- ✓ There is a happy, caring and secure environment, which will nurture children’s physical, emotional, social and intellectual needs;
- ✓ There is a broad and balanced curriculum with a big focus on communication and through the development of our own Curriculum, tailored to meet the needs of the children attending our Foundation Stage.

The EYFS is based upon four guiding principles:

- A Unique Child – who is constantly learning and can be resilient, capable, confident and self-assured.

- Positive Relationships – children learn to be strong and independent through these relationships.
- Enabling Environments –with teaching and support from adult’s children respond to their individual interests and needs which helps them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. (See “the characteristics of effective teaching and learning” at paragraph 1.15)
- Learning and Development – Children develop and learn at different rates. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities (SEND).

Inclusion

All children and their families are valued at Greenvale Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. We meet the needs of all our children through:

- ✓ Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- ✓ Using a wide range of teaching strategies based on children’s learning needs.
- ✓ Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- ✓ Offering a safe and supportive learning environment in which the contribution of all children is valued.
- ✓ Using resources which reflect diversity and are free from discrimination and stereotyping.
- ✓ Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- ✓ Monitoring children’s progress and taking action to provide support as necessary.
- ✓ Working closely with parents, carers and other outside agencies to ensure all children’s needs are met and we enable them to access the curriculum and make good progress.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, special educational needs, disability, and social circumstances. Therefore, the Early Years Foundation Stage learning environment will ensure that children’s experiences, backgrounds and needs are equally valued through the provision, displays and experiences offered. Children, their parents and staff will be encouraged to use their home languages both at home and in the educational setting. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare children for life in a diverse and multi-faith society.

Safeguarding and welfare

It is important that all children in our school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all our children. At Greenvale Primary, we know 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 understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024.

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:

- ✓ At least 1 member of staff for every 13 children in our Nursery with a qualified Teacher.
- ✓ We comply with Infant class size legislation in or Reception class with at least 1 teacher per 30 pupils.

Staff will bring any signs of a child being unwell to the attention of the parents for further investigation and any accidental injury will be recorded and parents informed. Parents are given guidelines for the start and end of day times and for arrangements regarding settling in periods. It is imperative that these guidelines are given succinctly and parents are clear of the expectations. Children become unsettled if brought to school late and can become distressed if they are not picked up on time.

We understand that we are required to:

- ✓ Assign a key person to every child.
- ✓ 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.
- ✓ Ensure that all staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3.
- ✓ Have a designated practitioner who takes the lead responsibility for safeguarding children and train all staff to understand the safeguarding policy and procedures, including the use of all electronic devices with imaging and sharing capabilities.
- ✓ Promote the welfare and safeguarding of children.
- ✓ Promote good health (including good oral health), preventing the spread of infection and taking appropriate action when children are ill.
- ✓ Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ✓ Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ✓ Be alert to any issues of concern in the child's life at home or elsewhere.
- ✓ Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- ✓ Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- ✓ Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Health and Safety

At Greenvale Primary School, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. Regular checks are made to ensure that apparatus and materials are in good order and safe for the children to use. Additionally, all children in Reception are expected to wear school uniform. Jewellery (apart from small stud earrings) and inappropriate footwear are not allowed for health and safety reasons.

In line with the EYFS statutory framework 2024, at Greenvale Primary School we;

- ✓ Ensure that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor and we ask for written consent from a parent – see our Administering Medication policy which can be obtained from the school office.
- ✓ 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.
- ✓ Provide training for staff where the administration of medicine requires medical or technical knowledge.
- ✓ Keep a written record each time a medicine is administered to a child. Records are kept in line with our Data Retention policy which can be obtained from the school office.
- ✓ A fire and emergency evacuation procedure and policy is in place for the whole school including EYFS.

Relationships

At Greenvale Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- ✓ Talking to parents/carers before their child starts school, stay and play sessions, induction meetings and 1:1 interviews.
- ✓ Holding a meeting for new parents in the summer term where they receive information which helps them to prepare their children for school, highlights school start and finish times, uniform and informs the parents of the schools vision and aims. This outlines the schools expectations in the Home-School agreement and provides an opportunity to talk to the Reception team and representatives from other areas of school life.
- ✓ Asking parents to complete an admissions form, a medical form and gather any other relevant information about the child.
- ✓ Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
- ✓ Encouraging parents to talk to their child's teacher if there are concerns.
- ✓ Inviting parents to attend informal meetings and workshops providing information about other areas of the curriculum, e.g. Early Reading and Phonics.

- ✓ Giving children the opportunity to spend time in their new setting before starting school, during 'Nursery and Reception 'stay and play' sessions.'
- ✓ Setting formal meetings for parents at which the teacher and the parent discuss the child's progress in private.
- ✓ Inviting parents to regular 'Stay & Play' sessions throughout the year, where they can see how their children learn through play (where possible).
- ✓ Setting a written contact through reading diaries as well as the acknowledgement that parents can ring / email the school to contact staff and the EYFS Leader.
- ✓ All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school, the EYFS teachers act as 'Key Person' to all children in EYFS, supported by the other practitioners.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual 'Learning Journey' using 'Evidence Me' and supporting evidence.

Children are encouraged to direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning. Teachers and Early Years practitioners work in focussed learning groups with the children to extend their learning with every child working towards their own individual targets.

The EYFS Classroom

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The classroom covers all learning areas, where children are able to find and locate equipment and resources independently.

Outdoor Learning

The EYFS classes have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

Learning and Development

The Nursery and Reception follow the curriculum outlined in the [Early Years Foundation Stage \(EYFS\) document](#). The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. Teachers and Early Years Practitioners aim to prepare children for their educational journey by developing children's confidence, concentration and ability to listen and follow instructions. Children will be exposed to a wide variety of activities and experiences that will generate a love of learning and an enjoyment of school, maximising children's learning at all times. There are seven areas of learning and development that "must shape educational

programmes in early years settings. All areas of learning and development are important and inter-connected". (Statutory Framework for the EYFS 2024)

Nurture

At Greenvale, we believe that a nurturing approach to learning, where we focus on emotional needs and development as well as the academic learning of all pupils, is the best way to supporting barriers to learning.

Robins is a provision that has positive long term effects on those pupils who are most affected by trauma, family issues or barriers that prevent pupils from thriving. It provides the pupils with the necessary support needed to develop their emotional and social needs and therefore help to remove the barriers to their learning. Robins focus on the Boxall Profile targets and not the academic targets towards ARE. Our Nurture intervention is a tool through which learning can then be achieved.

Once children are back in their classes (usually between 4-7 terms), they are able to access learning and make academic progress.

The Prime Areas

The prime areas are "particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving" (Statutory Framework for the EYFS 2024). These are:

- Communication and language
- Physical development
- Personal, social and emotional development

The Specific Areas

"Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied" (Statutory Framework for the EYFS 2024). They are:

- Literacy
- Maths
- Understanding the world
- Expressive arts and design

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Reception staff will complete the Reception baseline assessment (RBA) at the start of children's Reception year and this will be used to inform planning. If a child's progress gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. Play is used as an essential part in children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Characteristics of Effective Learning

At Greenvale Primary, we support children in using the three characteristics of effective teaching and learning. These are;

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Transition

During the summer term, prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition

- ✓ Home visits or a conversation with parents/ carers via the phone or in school to get to know the children and gather initial information.
- ✓ Parents are invited to a meeting to ensure they know about how to prepare their child for Reception, the school procedures and allocation of classes. They then have an opportunity to share any concerns they may want to express.
- ✓ Contact is made with the preschools and playgroups to find out information about the child and documentation is requested from previous settings
- ✓ Children attend a session in their new class and get to know their new teacher.
- ✓ Activity packs are prepared for children to complete over the summer. Photos of their teachers and classroom are included.

In the Nursery, there is the option of a staggered start; stay and play with parent / carer; one week at 45mins, 1 week at 1hr 30, then 3 hrs. (This is flexible and some pupils have progressed to 3hrs quicker-day by day-others have remained at part time for longer). In this way, we hope to ease that initial strangeness and hope to benefit those children who are less confident or have special needs. This is vital in order to allow a close relationship to form between staff and children, as well as staff and parents. Regular discussions as to how the child is progressing will be exchanged with parents/carers. From Nursery to Reception Parents and Carers are introduced to the settling in procedure at the initial interview.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. Pupils are assessed against the 17 Early Learning Goals and staff indicate whether pupils are meeting the expected levels of development or not yet reaching the expected levels (emerging). The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The learning journeys and assessment files include on-going observation. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development. A dialogue between Reception and Year 1 teachers assists with the planning of activities in Year 1 to meet the children's learning needs. The children will have to opportunity to visit their Year 1 teacher and their new classroom at the end of the summer term.

Related policies:

- Behaviour Policy for Learning
- Data Retention

- Equality Information and Objectives
- Home Visit
- ICT and Acceptable Use
- Infection Control
- Online Safety
- Safeguarding and Child Protection
- SEND
- Toileting and Nappy Changing

Appendix:

- EYFS Intent – Implementation – Impact

Appendix 1:

Greenvale Primary School – Curriculum Principles - EYFS

Intent – Implementation – Impact

‘Nurturing and Inspiring Life Long Learning’

Intent – At Greenvale Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment, which, values all cultures, communities and people.

We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.

Implementation – At Greenvale we meet the welfare requirements laid down in the [Statutory Framework for the Early Years Foundation Stage 2024](#) and actively safeguard and promote the welfare of all of our children.

We prioritise creating a ‘language rich’ environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children’s needs so plans can be changed and adapted dependent on children’s interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships

between home and school. Parents receive topic webs to inform them of what their child is learning each term and to explain how they can support this at home.

As part of the learning and teaching process, children are assessed in relation to their progress towards Development Matters and the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Impact – Our curriculum and its delivery ensure that children, from their own starting points make good progress. Children in our early years, on average, arrive with significantly lower starting points than national. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the year. Pupils also make good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

Our curriculum is reviewed annually to ensure relevance and to ensure the voices of our pupils, parents, staff and governors are heard.