

Early Years Foundation Stage (EYFS) Policy



| EYFS Policy Document Status | | | |
|--|---------------|---|------------------------------|
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1. Introduction

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'
EYFS Statutory Framework for Group and School-Based Providers 2024.

We believe the firm foundations we set down through our beliefs, curriculum and teaching will help our children to be successful now and in the future. Our intent is to inspire and motivate our children, so they engage with their learning and make excellent progress.

We are committed to understanding each child, so they are valued and understood as an individual; academically, socially, emotionally and as a spiritual being.

We never forget that a happy childhood is the right of every child. We believe that play and firsthand exploration of the fascinating and diverse world in which they live is a crucial part of a child's development.

We strive to make a caring community, so our children become sensitive to the needs of others; a community in which all members have a sense of fairness and justice, and the contribution of each member is valued.

2. 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.

3. Legislation

This policy is based on requirements set out in the [Early Years Statutory Framework for group and school-based providers 2024](#).

3. Structure of the EYFS

Wrockwardine Wood Infant School and Nursery provides full-time early years education for children in the reception year.

We offer 15 hours per week in our nursery. Our offer is 5 mornings or 5 afternoons. We also offer 30 hours a week for those parents who are eligible this is taken during term time only.

If parents are eligible for 30 hours funded childcare there are additional charges for the lunchtime provision (additional charge for wrap around hours and meal charges). For current costs, please see our [Charges and Remissions policy](#) on our school website.

Oakengates Nursery School provides day care provision for 0–2-year-olds in the baby room and 2–3-year-old in the toddler room, offering a choice of term time and full year contracts. The toddler room also provides funded 'Talking 2s' places. Preschool provides 15/30 hours per week of education for 3–4-year-olds. For current costs, please see our [Charges and Remissions policy](#) on our nursery website.

5. Curriculum

The Early Years Foundation Stage (EYFS) applies to children from Birth to the end of the reception year.

Our Early Years settings follow the curriculum as outlined in the latest version of the 'EYFS Statutory Framework 2024' and uses 'Development Matters' 2023 and 'Birth to 5 Matters' 2021 as curriculum guidance.



Our children are at the very beginning of their lifelong learning journey, and we strongly believe that the curriculum we offer them should enable them to communicate their thoughts and ideas clearly as well as develop their collaboration and creative skills.

We believe our curriculum supports deep learning, creative thinking and encourages children to take time to explore, problem solve and take risks. This approach will help them to recognise and articulate their strengths which in turn will prepare them for the future. We aim to inspire curiosity, so children ask questions and think critically about learning.

Spiritual, Moral, Social & Cultural development is embedded into all areas of our curriculum. Through our curriculum children learn to behave well, cooperate, and share with each other. They make friends, respect each other's differences, and build their understanding of different families, people, and communities beyond their immediate experience. Children

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also learn to behave in ways that are safe, understand how to stay safe and show that they feel safe.

Our central aim is to provide all our children with educational experiences and opportunities that will enable every child to discover and fulfil their own potential.

We recognise that every child is a unique child, who is constantly learning, who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; We use praise and encouragement, as well as celebrating success, to encourage children to develop a positive attitude to learning.

The Characteristics of Effective Teaching and Learning

The EYFS is based upon three '**Characteristics of Effective Teaching and Learning**' which adults must reflect upon and adjust their practice accordingly.

1. **Playing and exploring:** children investigate and experience things and 'have a go.'
2. **Active learning:** Children concentrate and keep on going if they encounter difficulties and enjoy their achievements.
3. **Creating and thinking critically:** Children develop and have their own ideas, make links between ideas, and develop strategies for doing things.

Areas of Learning and Development

The EYFS framework also 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*

We believe that children's learning must respond to their current and future personal needs, their future career needs and the needs of the varied societies and cultural groups in which they are likely to play a part.

Our curriculum helps children to:

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- Learn the subject knowledge, skills and understanding they need to become aware of the world around them.
- Develop the personal skills of enquiry, adaptability, resilience and morality, communication, thoughtfulness, co-operation, and respect so they can take an active part in the world throughout their lives.

Our curriculum helps children to see:

- How they can get along and how they can disagree in a way that is helpful.
- How they can be proud of their own national heritage and culture and at the same time, be deeply respectful of the heritage and culture of others.
- How they can achieve more by coming together than staying apart.

The EYFS curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning.

We encourage children to use their first-hand experiences to explore, investigate and learn about the world around them. Through research, testing, analysis, and evaluation children are given opportunities to use and apply their knowledge and skills to real situations. In this way children become aware of the links between curriculum areas.

5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively and build on knowledge and skills. To do this, staff 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, staff reflect on the different ways that children learn and include these in their practice.

5.2 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.

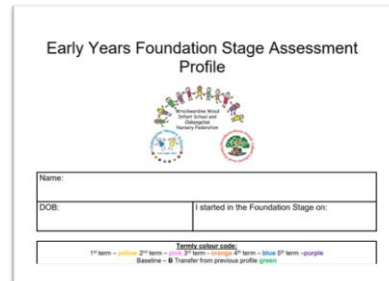
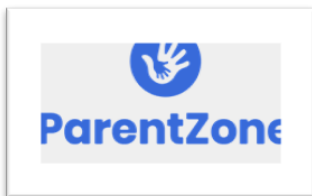
As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

6. Assessment

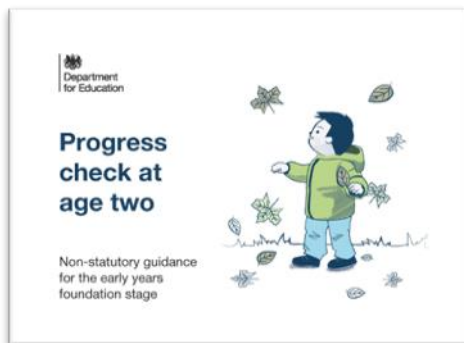
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At Wrockwardine Wood Infant School and Oakengates Nursery Federation, ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and are recorded in the children's EYFS Assessment Profile and stored digitally as part of individual digital learning journey profiles on 'ParentZone' or 'Evidence Me'. Staff also take into account observations shared by parents and/or carers.



Progress check at age two.



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.

The two-year progress check is designed to help practitioners identify how children are developing. It helps staff determine if children are developing as expected, or if they require any additional support. The check may be carried out collaboratively with the health visitor.

Nursery

Parents and carers are invited into nursery each term to a 'Stay and Play' Session. This is a time for the children's development record of observations, EYFS profile and next steps for development to be shared. In the term before children begin their reception year parents attend 'Parent/teacher Consultations' with the nursery teacher/child's key person this is to review their child's progress and provide parents and/or carers with a summary of the child's development in the 3 prime areas and 4 specific areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Reception

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Within the first 6 weeks that a child **starts reception**, staff will administer the Department for Education 'Reception Baseline Assessment' (RBA).

Parents and carers will be invited to attend one parent/teacher consultation in the autumn and spring term. Before each parent consultation meeting, parents and carers will receive a short-written report outlining their child's current attainment, comments about personal development, targets set and SEND needs if applicable. The consultation gives parents the opportunity to discuss the report with their child's teacher. It is a time for parents/carers to explore their child's profiles, observations, literacy, and mathematics books. At the end of the academic year, in the summer term, parents will receive a similar short data report, which will show a child's attainment in relation to age related expectations. There will not be a parent/teacher consultation during the summer term. However, if a parent requests an appointment teachers will make themselves available.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Children 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.

7. Working with parents

Parents are children's first and most enduring educators and we value the contribution that parents make. Children's well-being is best fostered when parents and educators combine their knowledge of the child. We recognise the role that parents have played, and their future role in educating their children. We also understand 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. 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.

Key Person

Each child is assigned a key person/teacher 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 our families to engage with more specialist support, if appropriate.

8. Safeguarding and welfare procedures.

At Wrockwardine Wood Infant School and Oakengates Nursery Federation, we have robust policies and procedures in place to safeguard our children and these are outlined in our [Child Protection and Safeguarding policy, online safety policy and mobile phone policy](#) which is available on our school websites.

Suitable People

We ensure that people looking after our children are suitable; they have the relevant qualifications, training and have passed any required checks to fulfil their roles. Appropriate steps are taken to verify qualifications.

Staff: child ratios

We recognise that children learn best when they are happy, healthy, safe, and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe, and stimulating environment where children can enjoy learning and grow in confidence.

Staffing arrangements meet the needs of all children and ensure their safety. We ensure that children are adequately supervised, including whilst eating, and decide how to use staff to ensure children's needs are met. We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

We make sure that the appropriate statutory staff: child ratios are maintained in our settings to meet the needs of all children and ensure their safety:

- **For children aged under 2**, we have at least 1 member of staff for every 3 children.
- **For children aged 2**, we have at least 1 member of staff for every 5 children.
- **For children aged 3 and over:**

Nursery classes:

- An adult with Qualified Teacher Status.
- 1 member of staff for every 13 children

Reception classes:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils and a full time Learning Support Assistant.

Food and Drinks

Children are provided with meals, snacks, and drinks that are healthy, balanced, and nutritious. Before a child joins our EYFS, information is obtained about any special dietary requirements, preferences, and food allergies that a child may have and any special health requirements.

Fresh drinking water is always available and accessible to children. Children are appropriately supervised when eating and are always within sight and hearing of staff.

Food and Drink Facilities

At our settings, there are areas adequately equipped to provide healthy meals, snacks and drinks for children as necessary. There are suitable facilities for the hygienic preparation of food, which includes suitable sterilisation equipment for babies' food.

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Staff preparing and handling food are competent to do so and have received training in food hygiene.

Supporting and Understanding Children's Behaviour

At our settings, we support, understand, and manage children's behaviour in an appropriate way as outlined in our [Relationships and Behaviour Policy](#) available on the school website.

Special Educational Needs

Please see our Special Educational Needs Policy available on the school website.

Sleeping Arrangements

Sleeping arrangements will be frequently checked to ensure children are safe. Bedding is checked regularly to ensure it is in good condition and suited to the age of the child. Babies in the baby room are placed down to sleep safely in line with the latest government guidance.

Keeping Ourselves Happy, Healthy and Safe Programme.

We also deliver a bespoke, progressive, and fully planned programme called '**Keeping Ourselves Happy, Healthy and Safe**' which provides children with relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.



'**Keeping ourselves Happy Healthy and Safe**' also supports our Relationship, Sex and Health, Education (RSHE) curriculum. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. This programme helps us to deliver engaging and relevant personal education within a whole-school approach. The lessons also include mindfulness allowing children to advance their emotional awareness, concentration, and focus.

We promote good health in general as well as promoting good oral health, by talking to children about:

- The effects of eating too many sweet things.
- The importance of brushing your teeth.

We also take part in '**Brilliant Brushers**' which is an evidence-based supervised toothbrushing programme for 3-5-year-olds which aims to reduce the rates of tooth decay in children. We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

Paediatric First Aid

Across both settings we have staff that have current Paediatric first aid certificates (PFA). There is always at least 1 person with a PFA certificate on the premises and available when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

9. Monitoring arrangements

This policy will be reviewed every two years and presented to the governing board for approval.

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' and 'Online Safety Policy' on shared drive and school website . |
| Procedure for responding to illness | See 'Health and Safety Policy' and 'Infection Control Policy' on shared drive and school website . |
| Administering medicines policy | See 'Supporting Children with Medical Conditions Policy' on shared drive and school website . |
| Emergency evacuation procedure | See 'Emergency Plan' and 'Fire Policy' on shared drive and school website . |
| Procedure for checking the identity of visitors | See 'Child Protection and Safeguarding Policy' and 'Administrative Handbook' on shared drive and school website . |
| Procedures for a parent failing to collect a child and for missing children | See 'Child Protection and Safeguarding Policy,' 'Late collection policy' and 'T&W Missing in Education Policy' on shared drive and school website . |
| Procedure for dealing with concerns and complaints | See 'Complaints Policy' shared drive and school website . |