

Early Years Foundation Stage Policy 2022-2025 Ings Primary School

Policy reviewed and adopted
by the Board of Trustees

Autumn Term 1 2022

Version

V1

Date of next review:

Autumn Term 1 2025

Responsible Committee:

Local Governing Body

Monitoring:

Trust Board

Related Policies

Where is this policy
published?

School Website

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe, for equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

3 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

4 Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#). This document also complies with our funding agreement and articles of association.

5 Structure of the EYFS

In EYFS we have a 26 place nursery and a 30 place Reception.

Parents/carers of the children attending the nursery have the option to request AM or PM sessions. For those who are eligible, we also offer a limited number of 30hour places.

Nursery AM sessions are 8.45am-11.45am. Nursery PM sessions are 12.30pm-3.30pm. For children eligible for the 30hours funded sessions, they start at 8.45am and finish at 3.30pm.

Children who stay for lunch in the nursery are charged £4.00 per lunch session.

We also offer 'top up' sessions charged at £10.00 per session. This depends on availability each term and can be requested from the school office.

6 Curriculum

- 6.1 Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.
- 6.2 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.
- 6.3 The prime areas are:
 - Communication and language;
 - Physical development;
 - Personal, social and emotional development
- 6.4 The prime areas are strengthened and applied through 4 specific areas:
 - Literacy;
 - Mathematics;
 - Understanding the world;
 - Expressive arts and design

6.5 Planning

6.5.1 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.

- 6.5.1 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.
- 6.5.2 In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Staff also follow in the moment planning and will adapt lesson plans to accommodate this. Lessons and activities are devised around children's next steps and shared with parents/carers.

6.6 Teaching

- 6.6.1 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.
- 6.6.2 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.

7 Assessment

- 7.1 At Ings Primary 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. This information is then used to form judgements about a child being on track or off track for their age and development at several points throughout the year. This information is stored on the school's assessment system Arbor so it can track progress throughout the year. These observations are also used to shape future planning. Staff also take into account observations shared by parents and/or carers.
- 7.2 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.
- 7.3 Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).
- 7.4 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')
- 7.5 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.
- 7.6 The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. Staff also take part in half termly moderations across the Trust. EYFS profile data is submitted to the local authority.

8 Working with Parents

- 8.1 We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. These relationships are formed by a thorough transition process into school. We also ask parents to play a big role in their child's learning journey, working with us across all areas of learning allowing us to provide a holistic approach.

- 8.2 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. We communicate with parents via Tapestry, an online platform, as well as daily conversations at drop off and pick up, parents evenings and other scheduled school events such as 'stay and read' etc.
- 8.3 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. This is likely to be your child's class teacher.

9 Safeguarding and Welfare procedures

We promote good oral health, as well as good health in general through our topic 'People Who Help Us'. We use stories on healthy eating, tooth brushing and emotions to explore these topics further. We also invite in our local dentist, school nurse and take part in weekly Jigsaw lessons.

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

10 Monitoring Arrangements

This policy will be reviewed and approved by Lucie Garrod every three years.

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

11 Public Sector Equality Duty

11.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and
- foster good relations across all characteristics

11.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

11.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Ings Primary School adheres to these statutory regulations.

12 Person Responsible

Updated Autumn 1 2022

Head of School

To be reviewed Autumn 2025

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