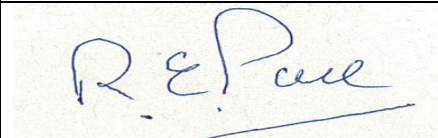


St Barnabas Primary



Early Years Foundation Stage (EYFS) policy

Author/Person Responsible	<i>Sarah Sheppard & Megan Hoddinott</i>
Date of Ratification	<i>11th May 2021</i>
Review Group	<i>LOC Committee</i>
Ratification Group	
Review Frequency	<i>Annually</i>
Review Date	<i>September 2022</i>
Previous Review Amendments/Notes	
Related Policies	See appendix
Chair of Governor's Signature	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	EYFS Policy	Date	11.05.21
EIA CARRIED OUT BY:	S.Sheppard	EIA APPROVED BY:	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Contents

1. Introduction	3
2. Aims	3
3. Legislation	4
4. Structure of the EYFS	4
5. Learning and Development	4
6. Assessment	6
7. Working with parents	6
8. Safeguarding and welfare procedures	7
9. Monitoring arrangements	7
Appendix 1. List of statutory policies and procedures for the EYFS	8

1. Introduction

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At St Barnabas CofE Primary School children are admitted to reception in the September following their fourth birthday. We also have a nursery class that aims to provide a high quality education with value for money for children aged two-four.

Early childhood is the foundation on which children build the rest of their lives. At St Barnabas CofE Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

2. Aims

This policy aims to ensure:

- ☐ That all children access a broad and balanced curriculum that helps them to develop a positive attitude towards learning and helps them to obtain the knowledge and skills needed to form a secure foundation that will help them to make good progress through school and life.

- ☐ High quality teaching and learning so that every child is able to make good progress.
- ☐ 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

3. Legislation

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

4. Structure of the EYFS

At St Barnabas CofE Primary School we have a nursery class that offers spaces from the age of two and we have a one-form entry reception class that children attend in the September following their fourth birthday.

Nursery Fee overview

We accept children from the age of two although places are limited for two year olds. Children aged three and four can use the Nursery Education Grant to access 15 or 30 hours of free Nursery education. For more details about the criteria please visit <https://childcare-support.tax.service.gov.uk>.

Parents or carers will be required to complete an EY4P funding form to inform us of the hours they are eligible for. Any additional hours required would be subject to charge at £4.50 per hour. Sessions run from 8.30 am to 12.30 pm and 12.30 pm to 3.30 pm, or a whole day session is 8.30am-3.30pm. A school meal can also be purchased at £2.00 per day. We ask that children attend for a minimum of nine hours per week.

5. Learning and Development

The Curriculum

St Barnabas CofE Primary School follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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 all areas of the curriculum. Staff plan and teach key skills through the use of concrete, meaningful and practical learning experiences that support them in becoming independent problem solvers, who are continuously eager to expand their knowledge and skills and have a conscientious attitude to their own learning. For continuity, we use project based planning alongside the rest of the school to inspire the children and to spark curiosity, excitement and a love of learning.

Staff take into account the individual needs, interests, and stage of development of each child in their care and respond to their needs and interests in the moment and when planning. This means that every child can receive appropriate support and challenge whilst engaging in stimulating experiences. 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. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. 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.

When planning, staff will consider:

- The Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

4.2 The unique child

At St Barnabas CofE Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we offer an exciting curriculum and use praise and encouragement, as well as celebration of efforts and achievements, to encourage children to develop a positive attitude to learning.

Inclusion – We value the diversity of individuals within the school and believe that every child matters. All children at St Barnabas CofE Primary School are treated fairly regardless of race, gender, religion or abilities. All children and families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage.

We do this 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 learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Employing resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy) 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.

4.3 Positive Relationships

At St Barnabas CofE Primary School we recognise that children learn to be happy, confident and independent learners from being in secure relationships. We aim to develop genuine, caring and professional relationships rooted in mutual respect with the children and their families.

4.4 The Enabling Environment

At St Barnabas CofE Primary School we aspire to offer an outstanding provision for the children as we understand the positive impact that a high quality learning environment has on the children's learning.

The environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment and play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. The children can access the continuous provision to revisit, consolidate and master learning in all areas of the curriculum. Staff then enhance each area to deliver rich, exciting and meaningful learning experiences, both inside and outside of the classroom. Stimulating activities will spark curiosity, excitement and a passion to learn.

6. Assessment

At St Barnabas CofE Primary School, ongoing assessment is an integral part of the learning and development process. 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 colleagues and parents or carers.

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.

In nursery and reception, staff will use evidence from their observations, work carried out by the children and their professional judgement to assess each child's level of development. This will help staff to track the progress a child has made throughout the year and will inform them of areas to focus on in future planning and teaching. Data can be shared with SLT and the governing body as appropriate.

At the end of the EYFS, reception 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 or if they

are emerging. This will be submitted to the local education authority and the results will be shared with parents and/or carers.

7. Working with parents

We recognise the importance of working with parents as partners. We understand that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education.

We achieve a strong partnership at St Barnabas by:

- Inviting parents/carers and children the opportunity to spend time in the classroom for induction visits before starting reception or nursery. Staff will use these visits to talk to parents/carers before their child joins St Barnabas to gather information about their current stage of development and to support transition.
- Arranging, where possible, visits by the teacher to all children in their home setting and/or childcare provision prior to starting school.
- Providing an induction meeting for reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have prior to starting school.
- Providing a handbook of information about commencing nursery or reception at St Barnabas CofE Primary School.
- Asking parents to complete an 'all about me form' to support staff in understanding a child's level of development when first joining our school in nursery and reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed. One of which will be early in the academic year to establish how a child is settling into the school environment.
- Direct written contact through Dojo.
- Updates on Dojo, Instagram, Facebook, the website and school newsletters.
- Publishing a curriculum topic map detailing the areas of learning and the overarching theme of the term or half-term to give parents an overview of learning.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Asking parents to send in 'Proud Cloud' or 'wow moment' slips designed to enable parents to record and celebrate special achievements from home. We will also complete these in school and send them home accordingly.
- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, trips, Christmas productions, sports day and other special events.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers.

- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. reading events, topic outcome events.
- Sending a written report on their child's attainment and progress at the end of their time in nursery or reception.

8. Safeguarding and welfare procedures

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

9. Monitoring arrangements

This policy will be reviewed and approved by every two years, unless it is in need of changing sooner.

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 on our website
Procedure for responding to illness	See health and safety policy on our website
Administering medicines policy	See managing medical needs policy on our website
Emergency evacuation procedure	See health and safety policy on our website
Procedure for checking the identity of visitors	See child protection and safeguarding policy on our website
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy on our website
Procedure for dealing with concerns and complaints	See complaints policy on our website
Nursery payment policy	See nursery payment policy on our website
The Statutory Framework for the Early Years Foundation Stage	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2