

Welford on Avon

Early Years Foundation Stage Policy



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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 \(EYFS\)](#).

3. Structure of the EYFS

Children can start in the Nursery class at the age of 3; this means that whilst the majority of the class starts in September there is an additional intake in January and April. In Reception we operate a single term admissions policy with all the children starting in the Autumn term regardless of when they will be 5. Children have the opportunity to visit the school for a transition day prior to beginning Nursery or Reception. This gives them an opportunity to spend time in the setting and meet their teachers.

In the first week of term in Reception children attend school for half days to gradually introduce them to the setting and build up aspects of the school day, such as staying for lunchtime.

The school offers 15 hours and 30 hours funded hours in the Nursery. Additional hours can be arranged including wrap around care. These additional hours are charged. Details of hourly rate can be found in our Nursery prospectus and on our school website. These rates are reviewed annually by the school governors.

4. Curriculum

Our early years setting 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 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. 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 Welford on Avon 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. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Assessments are made to inform staff of individual pupils and the needs of the class as a whole. This information is used to plan appropriate activities that match children's specific needs. Assessment in EYFS happens in different ways, these include

- Baseline assessments take place when children enter Nursery and Reception.
- Regular observations of children which may be documented through notes, observations and photographs.
- Each child has a personal learning journal which is a record of their achievements throughout their time in EYFS.
- At the end of EYFS children are assessed against the Early Learning Goals. A report of this data is given to the local authority containing a summary of each child's data.
- A report summarising each child's achievements is sent to parents at the end of the school year.

- Profile data is discussed with the Year 1 teacher to ensure there is a smooth transition from EYFS to Key Stage 1.

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
- Exceeding expected levels or,
- 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

At Welford on Avon Primary School we take the issue of safeguarding extremely seriously. In depth safeguarding procedures are outlined in our Safeguarding Policy. All staff and volunteers working in EYFS are subject to Enhanced DBS checks prior to working in the classroom.

Where concerns arise about the welfare of individual children procedures are in place to reporting this quickly to the Designated Person for safeguarding. All staff working in the EYFS complete safeguarding training soon after they commence work and this is refreshed annually.

Attached as an appendix is the Warwickshire form for consent about recording film images of children, this is the form we will be adopting for the next intake of EYFS children.

The school has attained the 360 Online-Safety Mark. We teach online-safety awareness from an early age and have adapted our Acceptable User Agreement so that it can be explained to children in the EYFS. All children and their parents sign the agreement before starting school and annually thereafter.

8. Inclusion, Equality and Diversity

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. All children at Welford on Avon Primary School are treated fairly and equally regardless of race, sexual orientation, religion or ability. All children and their families are valued within our school.

We want to ensure that all children can access the curriculum regardless of additional needs. Where children have needs which may prevent them accessing learning measures are put in place to overcome these barriers. These may include:

- Support from additional adults
- Early interventions to give children the opportunity to 'close the gap' in areas where there are difficulties. The aim of these is to run for a short time and cause the child to spend as little time as possible away from the classroom.
- Different types of activity to cater for a greater range of learning styles.

9. Monitoring arrangements

This policy will be reviewed and approved by the headteacher annually.

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 to 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