

## **Fern Hill Primary School**

### **EARLY YEARS FOUNDATION STAGE (EYFS) POLICY**

<b>Date Approved</b>	<b>2 October 2024</b>
<b>Approved by</b>	<b>Fern Hill Local Academy Committee</b>
<b>Frequency of Review</b>	<b>Every 3 years or earlier if required</b>
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<b>Lead Person</b>	<b>EYFS Lead</b>

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## 1. Aims

At Fern Hill Primary we aim to give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.

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

## 2. Legislation and related policies

This policy is based on requirements set out in the [2023 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). Specific statutory requirements for the EYFS met through an existing whole school policy are set out in Appendix 1.

More generally, this policy should also be read with reference to other related school policies as set out below (copies of these can be found on the [policy page of the school's website](#)):

- SEND & Inclusion Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Equalities Statement
- Supporting Pupils with a Medical Condition
- Health and Safety Policy
- Data Protection Policy
- Complaints Policy

## 3. Structure of the EYFS

At Fern Hill, our Early Years provision includes up to a 64 place Nursery for 3 and 4 year olds (maximum 32 am and 32 pm) and three Reception classes, each with space for 30 children.

Our Nursery class has a large room for their sole use as well as a large garden. The nursery is open term time between the hours of 8.45am – 3.25pm and more details can be found in our Nursery Prospectus.

Our Reception classes each have their own classroom as well as an inviting and well - resourced outdoor area.

## 4. Curriculum

At Fern Hill we believe play to be the means through which young children learn. It is through play that children have the opportunity to explore, develop and act out experiences, helping them make sense of the world. Play helps children build up ideas and learn how to control themselves and understand the need for rules. Children investigate and solve problems through collaborative and individual play.

Our Early Years setting follows the curriculum as outlined in the 2023 EYFS statutory framework.

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

The level of development young children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out in the 2023 EYFS statutory framework.

They are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Rather, the ELGs are used to support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year 1.

#### **4.1 Planning**

The planning within the Early Years allows the children to explore the school's key themes from our curriculum overview which focuses strongly on the 3 prime areas. The weekly plans take on these themes and are also supported by the observations carried out of the children from the previous week. This enables children's interests, achievements and next steps to be addressed.

Staff also take into account the individual needs 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.

Staff plan activities and experiences for children that enable children to develop and learn effectively. We teach carefully planned themes throughout the year to ensure every child is given a variety of different stimuli. The themes are also supported by the child's interests; this helps to keep the children engaged and allows them to take ownership of their learning.

In planning and guiding children's learning, activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience

Each area of learning and development is implemented through child – led play and adult directed activities that the teacher believes are the most effective for the children they are teaching. The school responds to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

## 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. 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.

Activities are planned with regard to the three characteristics of effective teaching and learning in the EYFS:

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

The classroom is organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned.

In addition, our children can enjoy and explore outdoor opportunities through our 'Forest Fun' sessions, which includes a mud kitchen, fire area, living pond, gardening plots and discovery cabin.

The school takes reasonable steps to provide opportunities for children with EAL (English as an Additional Language) to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English.

## 5. Assessment

At Fern Hill, 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 and support moving the children's learning on. Fern Hill Primary School uses an online learning journal called Tapestry to record these observations and assessments. This can be accessed by parents/carers and is an opportunity for them to share directly in their child's learning experience. Staff also take into account observations which are shared by parents/carers.

During assessment, if a child is found not to have a strong grasp of English, the class teacher works with the Inclusion team and parents/carers to assess any language delay and to put in place additional support.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members observe children to understand their level of achievement, interests and learning styles. This information is then used to shape learning experiences for each child.

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

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')

This is completed by the child's class teacher in the final term of the academic year in which a child reaches age five, and no later than 30 June in that year. The profile reflects ongoing observations, and discussions with parents and/or carers. Reasonable adjustments are made to the assessment process for children with SEND as appropriate.

The results of the profile are shared with parents and/or carers for their child with their end of year reports.

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.

## **6. Working with parents**

At Fern Hill, we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Encouraging parents to make use of Google Classroom to share information throughout the academic year
- EYFS staff member inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on educational visits

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.

Tapestry is used to record observations, and assessments. Parents and carers are able to access this and share directly in their child's learning experience.

Parents are invited to parents' evenings during the year; however, the school has an open-door policy and parents are welcome to talk to teachers at the end of the nursery session/school day.

The class teacher and EYFS lead discusses any cause for concern in a child's progress, especially in the 'prime' areas of learning, with the child's parents/carers. A support strategy is agreed where appropriate and consideration is taken as to whether the child may have SEND (Special Educational Needs and Disability) which requires additional support.

At the end of the school year, parents will receive a school report outlining where the children are with their learning and development and what their next steps will be in the core subject areas.

Each child is assigned a key person, at Fern Hill this is the class teacher or an Early Years Practitioner, 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.

## **7. Safeguarding and welfare procedure**

All necessary steps are taken to keep the children in the EYFS setting safe and well. Any safeguarding or welfare issues are dealt with in line with the Child Protection and Safeguarding

Policy, and all members of staff in the EYFS are required to read this policy alongside Keeping Children Safe in Education (KCSIE).

The headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care and the action taken, to Ofsted as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. Local child protection agencies are also notified and the school acts on the advice of those agencies.

The headteacher will also notify Ofsted of any incidents of food poisoning affecting two or more children as soon as is reasonably practicable, but in any event within 14 days of the incident.

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

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

We encourage children to be playful when looking at oral health, for example, encouraging children to brush the teeth of dolls or soft toys. We read stories about teeth and smiles and talk about healthy food and drinks that help to grow strong teeth, and those that do not. We use additional opportunities through our topic focus to look further into dentist visits and what they do, and encourage children to look at their own and each other's teeth, using mirrors.

We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy (a copy can be found on the [policy page of our website](#)).

## **8. Staff qualifications and ratios**

Fern Hill ensures that staffing arrangements meet the needs of all children and maintains safety at all times. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

Only members of staff with level 2 English and Maths qualifications count towards the staffing ratios at level 3. The school adopts the following staffing ratios for children aged three and over:

- Where a staff member with Qualified Teacher Status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is:
  - 1 member of staff for every 13 children, and
  - at least one other member of staff holds a full and approved level 3 qualification.
- Where there is not a member of staff working directly with the children who hold QTS, early years professional status, or another suitable level 6 qualification, there is:
  - 1 member of staff for every 8 children; and
  - at least one staff member holds a full and approved level 3 qualification, and
  - at least half of all other staff hold a full and approved level 2 qualification.

## **9.Supporting a successful transition to Key Stage 1**

The following process is in place to ensure children's successful transition to Year 1:

- Parents/carers are invited to a meeting to ensure they know about school procedures and expectations.
- Children are invited to a number of visits throughout the year to their next class. In the Summer term, children visit at least once without the support of the EYFS practitioners.
- In the Summer term, Reception and Year 1 staff meet to discuss each child's development in order to support a smooth transition to Year 1.

## **10. Monitoring arrangements**

This policy will be reviewed every 3 years (or earlier if required) and approved by the EYFS Phase leader and the member of the Senior Leadership Team responsible for overseeing EYFS.

At every review, the policy will be shared with and approved by the Local Academy Committee.

**Dated: 2 October 2024**

**Next review due: September 2027**

**Appendix 1. List of statutory policies and procedures for the EYFS (Copies of these policies are published on the [policy page of the school website](#))**

Statutory policy or procedure for the EYFS	Where can it be found? (all policies can be found on the <a href="#">Policy Page</a> of the school website)
<p>Safeguarding policy and procedures which:</p> <ul style="list-style-type: none"> <li>a. Explain the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff;</li> <li>b. Cover the use of mobile phones and cameras in the school</li> </ul>	<p>See child protection and safeguarding policy and the allegations of abuse against staff policy</p> <p>See safeguarding and child protection policy</p>
<p>Procedure for responding to children who are ill or infectious (including the necessary steps to prevent the spread of infection, and appropriate action if children are ill which must be discussed with parents)</p>	<p>See health and safety policy</p> <p>The school follows <a href="#">government advice</a> on managing cases of infectious diseases (including the 'exclusion table' which sets out when and for how long children need to stay away from school to reduce the risk of transmission)</p>
<p>Administering medicines policy, including systems for:</p> <ul style="list-style-type: none"> <li>a. Obtaining information about a child's needs for medicines</li> <li>b. Keeping this information up to date</li> </ul>	<p>See supporting pupils with medical conditions policy</p>
<p>Emergency evacuation procedure</p>	<p>[Available on request and to be added to the Health and Safety Policy]</p>
<p>Procedure for checking the identity of visitors</p>	<p>See child protection and safeguarding and child protection policy</p>
<p>Procedures to be followed in the event of:</p> <ul style="list-style-type: none"> <li>a. a parent failing to collect a child at the appointed time; and</li> <li>b. a child goes missing at or away from the school</li> </ul>	<p>See child protection and safeguarding and child protection policy</p>
<p>Procedure for dealing with concerns and complaints from parents/carers</p>	<p>See complaints policy</p>