



# Early Years Foundation Stage (EYFS) 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
- 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

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2023](#).

### **3. Structure of the EYFS**

Within Woodlands Federation Dallington has a Reception class with space for 15 children aged 4-5 years. Punnetts Town has two classes; Reception (4-5 years) with space for 15 children and Nursery (2-4 years) with space for 20 children per session. Both Reception classes have their own classroom as well as a large outdoor area each.

Punnetts Town Nursery has a large room and outdoor space for their sole use with additional outside space shared with the rest of the school. The Nursery is open term time between the hours of 8.45am and 3.15pm and more details can be found in our school Prospectus.

#### **Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. 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

### **3.1 Planning**

The EYFS at Woodlands Federation provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Woodlands Federation look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. 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.

### **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 in year 1.

## **4. Assessment**

At Woodlands Federation, 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. Staff also take into account observations shared by parents and/or carers. Tapestry Learning Journal are used to capture and evidence each child's learning. We also use floorbooks to show the children's learning which are shared regularly with both children and parents/carers.

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')

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. They are also used to inform the professional dialogue with Key Stage 1 teacher(s) in order to support a smooth transition to Year 1. 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.

## **5. Working with parents**

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to make sure that the children's social, emotional and educational needs are addressed appropriately. At Woodlands Federation, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of preschool and nursery settings that the children of the Woodlands Federation attend.

At Woodlands Federation schools, we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

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/cares feel welcome by being friendly, approachable and having an open door policy

- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents/carers of children regularly to discuss progress
- Inviting parents/carers in to share their child's Learning Journal and see a range of work
- Through the use of Tapestry, an online learning journal which parents can access at home
- Inviting parents to accompany staff on trips

We recognise 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/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in Punnetts Town Nursery 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/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **6. Safeguarding and welfare procedures**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the the physical and psychological well-being of children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

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

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

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the EYFS team and the Head teachers every year. At every review, the policy will be shared with the governing board.