

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 \(EYFS\)](#) for 2023.

3. Structure of the EYFS (Early Years Foundation Stage)

Our EYFS Unit comprises one nursery class (Foundation Stage 1 or FS1) and three reception classes (Foundation Stage 2 or FS2).

Our nursery has a maximum capacity of 26 places per session. All children are offered up to 18 hours of nursery sessions from the school term after they turn three years old. Parents may use their 15 hours of funded childcare (in some cases, 30 hours) and are charged for any additional sessions. For those children who stay for lunchtime provision, an additional charge is in place to cover staffing and cost of any meal taken. The length of each nursery session is three hours.

Class sizes in reception (FS2) are no more than 30 pupils.

To enable a secure and happy learning experience all children are allocated a key person when they start. In nursery this will be the class teacher or nursery nurse. In FS2, this will be the class teacher.

A key person is:

- A named member of staff who works in the Foundation Stage and has daily contact with the child.
- Someone to build relationships with the child and parents.
- Someone who helps the child become familiar with the provision.
- Someone who meets the child's individual needs.

However, at our school we believe in an 'open door policy' and encourage children and parents to build relationships with all members of the Foundation team.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three 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 four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The ways in which our children engage with other people and their environment – **playing and exploring, active learning and creating and thinking critically** – underpin learning and development across all seven areas and support our children to remain effective and motivated learners.

4.1 Planning

Our staff plan activities and experiences 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 three 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, staff 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. 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.

5. Assessment

At Market Weighton Infant School, ongoing assessment is an integral part of 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.

In our nursery, children are given individual next steps from staff observations and formative assessments. These next steps are shared with parents who can contribute their own observations of their child's learning and development.

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

At the end of the EYFS (ie. the end of the child's reception year), 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 ('working towards')

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.

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 upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between school and home. Parents have the opportunity to attend parents' evenings throughout the academic year. Staff regularly send home observations of children's achievements in relation to the EYFS curriculum. Parents can access their child's learning journey whenever they wish via our online system, 'Tapestry'. Tapestry also allows parents to share their child's home/out of school achievements with their child's teachers.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff / child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and 4: (Nursery)

We have at least 1 member of staff for every 13 children.

- For children aged 4 and 5: (Reception)

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by planning activities that highlight:

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

The rest of our safeguarding and welfare procedures are outlined in our school's Strategic Child Protection and Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS leader, the headteacher and the governing body every three years.

Policy author: Mrs Randle (EYFS lead)

Date policy reviewed: December 2023

Date policy approved by governing body: December 2023

Date of next review: December 2026

Equality Analysis Impact

This policy has been written with consideration of the school's Equality Policy.

Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? No

Does the policy have an adverse effect upon a group with protected characteristics (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age)? No

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Related Policy
Safeguarding policy and procedures	Strategic Child Protection and Safeguarding Policy
Procedure for responding to illness	First Aid Policy
Administering medicines policy	Medical Conditions Policy
Emergency evacuation procedure	Strategic Child Protection and Safeguarding Policy
Procedure for checking the identity of visitors	Strategic Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Attendance Policy Missing Children Policy
Procedure for dealing with concerns and complaints	Complaints Policy and Procedure