



## THE WHITE ROSE FEDERATION

### EARLY YEARS FOUNDATION STAGE POLICY

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<b>Responsible officer</b>			
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<b>Links to Other Policies</b>	
Teaching & Learning Policy	
Phonics 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

*Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*

### 3.1 Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

At the White Rose Federation, children can enter our nursery learning the day after they turn 3 and will remain in nursery until they are eligible to start their Reception year. The school accepts nursery vouchers to fund

hours in excess of any funded provision. Parents can also pay privately for their child to attend nursery at £5 per hour or pro rata to the nearest 15 minutes.

The EYFS classes at Barlow and Chapel Haddlesey Primary are mixed-age classes, consisting of Nursery, Reception and Year 1 children. The majority of the children in the class are 5 by the end of the academic year. The EYFS class at Burton Salmon is an EYFS class consisting of Nursery and Reception children. Each class is taught by a qualified teacher and two teaching assistants.

Children at all three schools can start their Reception year at the beginning of the school year in which they have their fifth birthday. There are flexible induction arrangements, which meet individual needs and help every child to make a positive start to life in our schools. In the summer term prior to beginning school, children are invited into school on a number of occasions, including the opportunity to stay for lunch.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

**The EYFS is based upon four principles:**

- A Unique child
- Positive relationships
- Enabling environments
- Children develop and learn in different ways and at different rates.

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 use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning and make good progress

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, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Our approach to EYFS is thorough. We plan using the EYFS curriculum, targeting milestones each term through formal and informal learning experiences alongside carefully planned continuous provision resources.

Within this are opportunities to 'ready' the children for the Year 1 curriculum, exposing them to vocabulary and learning experiences that support a strong transition into the National Curriculum.

Each term has a theme, which is reflected through the classroom provision, formal learning activities and books shared in class. We offer formal reading, (Bug Club Phonics and guided reading), writing and maths (White Rose Maths) activities to Reception children each day, building from 10 mins to 30 mins in length across the academic year.

Staff 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.

We also offer learning enhancements for all children in EYFS. These enhancements are planned each week, following an assessment of the skills and needs of the children. We teach these enhancements through targeted teaching to ensure that the needs of the children are addressed, allowing for accelerated learning.

## 4.2 Teaching

We recognise that children learn and develop in different ways and have their own learning styles.

We value all areas of learning and development equally and understand that they are often linked.

### Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our schools. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in the rest of our schools. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations
- the good relationships between our schools and the settings that our children experience prior to joining our schools.

### Play

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

We call play 'discovery time' in our settings as the children access their play through carefully chosen provision and enhancements, which support the learning of new skills and concepts. Through play, our children explore and develop learning experiences, which helps them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

### Active Learning

Active learning occurs when children are motivated and interested. We teach our children to concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

### Creativity and Critical Thinking

Our children are given opportunity to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

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.

## 5. Assessment

In the White Rose 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.

When a child is **aged between 3 and 4**, staff 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.

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

An assessment snapshot is recorded at the end of each half term to show progress towards the early learning goals. If a child is not on track, interventions are put in place and parents are invited to meet with the class teacher to identify steps forward, both at home and at school. This is often recorded in the form of an Individual Education Map (IEP), which is bespoke to the child.

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 ('expected')
- 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.

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

### Parents as Partners

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We do this through:

- talking to parents about their child before their child starts in our school
- the children have the opportunity to spend time either in the class during the term before starting in these classes
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to talk to the child's teacher if there are any concerns
- encouraging parents to contribute to the individual "learning journey" records kept for their child on Tapestry
- holding an informal meeting for parents in the autumn term and a formal meeting for parents in the spring term at which the teacher and the parent discuss the child's progress together
- ensuring parents receive a report on their child's attainment and progress at the end of the Foundation Stage. There is also an opportunity to come to a meeting after these reports have been sent home if the parents wish
- ensuring all staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our schools, the EYFS/KS1 teacher and the TA's act as a 'Key Person' to all children in EYFS
- the teacher in the EYFS class will call the feeder pre-school settings to get to know the child in a familiar environment and discuss any potential issues.

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

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 understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to ensure that the safeguarding and welfare requirements are met in full. Areas of focus are:

Child protection  
Suitable people  
Staff qualifications, training, support and skills  
Key person  
Staff: child ratios – all providers (including childminders)  
Health

Managing children's behaviour  
Safety and suitability of premises, environment and equipment  
Special educational needs  
The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

It is the responsibility of the EYFS teacher and teaching assistants to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The headteacher and subject coordinators carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

This policy will be reviewed and approved by Rev. Anna and Anne Edwards, every 3 years.

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
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