Early Years Foundation Stage (EYFS) policy

Norton Primary School

Strive Think Act Respect Shine

Approved by:	**Date:** February 2024

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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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Admission to Norton Little Learners

Children may attend NLL from the age of 3 years old. New children will be invited to attend a taster session in the term prior to admission.

Session Times at NLL

Each child is eligible to receive the government universal offer of up to 30 hours of 'Free Entitlement' per week. Children are eligible from the term after they turn 3.

Monday-Friday 8.45-2.45, children can attend for a morning sessions (8.45-11.45), an afternoon session (11.45-2.45) or all day.

Reception

Monday-Friday 8.40-3.15

4. Curriculum

Intent: The curriculum is coherently planned and sequenced, building on what the children know ensuring they make progress and good outcomes by the end of YR. The children will develop, consolidate and deepen their knowledge across all seven areas of learning and will have sufficient knowledge and skills for their future learning.

Implementation: Ensure that the impact of teaching and the learning environment is consistent across the EYFS for all pupils. Staff are knowledgeable about the areas of learning, they create a learning environment that supports the needs of the children and engages the children in the ambitious curriculum.

Impact: Children are ready for the next stage of education and have developed detailed knowledge and skills across the seven areas of learning. Most children achieve the ELGs in Maths and Literacy.

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

In addition to these areas of learning, we STRIVE for our children to develop effective characteristics of learning which will enable them to become learners for life.

Children will play and explore their environment showing engagement by:

• finding out and exploring

• play with what they know

• be willing to 'have a go'

Children will be active learners, showing motivation by:

• being involved and concentrating

• keeping on trying

• enjoying achieving what they set out to do

Children will be creators and think critically by:

• having their own ideas

• making links and making mistakes

• choosing ways to do things

As adults we support our children by:

• Fostering a desire to learn by nurturing active questioning and an awareness of the world around them.

• Encouraging children to express their thoughts and ideas in a variety of situations.

• Helping children to become competent speakers and listeners.

• Developing confidence by praising success and encouraging effort.

• Learning through play and experience learning first hand.

I hear, I forget

I see, I remember

I do, I understand

4.1 Planning

Unique child

We pride ourselves in providing the best possible start to a child's education. All children within the early years learn through play: exploring their surroundings; and, developing their characteristics for learning, with support from attentive and experienced adults. Each child is considered 'unique' and their individual learning is catered for at Norton.

Positive Relationships

We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the `whole child' to assist their future learning and needs. Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as first and most enduring educators of their children. And with the children by helping them to share, care and learn together.

Enabling Environment

We provide a stimulating 'enabling environment' both indoors and out. We provide a rich multi-sensory learning environment where children can experiment and explore through first hand experiences, encouraging a sense of awe and wonder, whilst being able to ask questions and solve problems. We provide a safe, welcoming, emotional environment where children may be helped to exceed their potential. We develop children's independence, self-belief, confidence and a positive growth mind set.

Learning and Development

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 and adult-directed activities to help children prepare and be ready for year 1.

5. Assessment

At Norton, 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.

When a child is aged between 2 and 3, practitioners 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.

During the first term in Reception, the teacher assesses the ability of each child using a baseline test. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

During the first six weeks of the autumn term, the children are also assessed using the Reception Baseline Assessment (RBA). This is an age-appropriate assessment for maths, literacy and communication and language.

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 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.

In Preschool, 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

Our safeguarding and welfare procedures are outlined in our school safeguarding policy.

8. 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 school safeguarding policy
Procedure for responding to illness	See school health and safety policy
Administering medicines policy	See school supporting pupils with medical conditions policy
Emergency evacuation procedure	See school health and safety policy
Procedure for checking the identity of visitors	See school safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See school safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy