

Early Years Foundation Stage Policy



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1. Aims of policy

This policy aims to ensure the following:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child has the opportunity to progress and achieve
- A close working partnership between staff, parents/carers and outside agencies where appropriate.
- 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 2021.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97490/7/EYFS_framework_-_March_2021.pdf

The following non-statutory documents are used alongside the above:

Development matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

3. Structure of the EYFS

At Boney Hay, our Early Years provision includes a private Nursery for 2, 3 and 4 year olds and a one Reception class, with space for 30 children.

Enabling Environment

The environment supports children to be fully engaged in purposeful play. Both outdoor and indoor areas allow learning on both small and large scales supporting the development of a healthy and active lifestyle. This offers children opportunities for freedom of movement, problem solving and contact with the natural world. All environments offer space where they can explore, create, think, learn and develop.

4. Curriculum

Our early years setting follows the September 2021 EYFS statutory framework. The framework includes 7 areas of learning consisting of 3 prime and 4 specific areas.

The 3 Prime areas:

- Physical Development
- Communication and Language
- Personal, Social and Emotional Development

The 4 Specific areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

At Boney Hay we promote the Characteristics of Effective Learning through all 7 areas.

These are:

- Playing and Exploring
- Creating and thinking critically
- Active Learning

5. Planning and Teaching

At Boney Hay, staff plan activities and experiences that enable children to develop and achieve across all areas of learning; offering opportunities to develop their cultural capital.

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. (See SEND and Inclusion Policy.)

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Learning experiences in each area are implemented through planned, purposeful play activities and through a combination of both adult led and child initiated activities. Staff plan an engaging continuous provision which is enhanced in order to move learning forward. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

At Boney Hay we use the following planning schemes to ensure full coverage of knowledge and skills:
'The Literacy Tree' for Literacy
'White Rose' for Mathematics
'Inspire' for Topic

In addition to this, children are offered opportunities to learn about seasonal events, special days and religious festivals.

6. Assessment

How we monitor and assess children

Monitoring in Early Years is conducted through a wide range of observations, varied in length and focus. All Early Years Practitioners (EYPs) are involved in this process. Holistic monitoring also includes information from parents, carers and external agencies where appropriate.

Children are monitored through an electronic learning journey on Tapestry across all 7 areas of learning. These Learning Journeys provide key evidence in support of the OPAL and Development Matters ranges, which provides a record of attainment for each child.

All observations are used to provide evidence to monitor progress throughout a child's time in EYFS and assess against the ELGs in Reception ready to submit the Foundation Stage Profile.

Observations

Baseline Observations: During the first half term in Reception, the teacher will conduct the statutory DFE baseline. This is a short, interactive and practical assessment of the child's literacy, communication, language and mathematical skills when they begin school. Alongside this, all settings will have a transition period of getting to know the children and conduct initial observations to inform their learning priorities and discover how best to support every individual child. EYFS practitioners use OPAL as a baseline assessment tool and create an overview of each child for all 7 areas of learning.

Wow moment Observations: These are spontaneous 'capture the moment' observations which are completed when a child achieves something new or conquers a next step.

Spotlights: Each month there will be a group of 'Spotlight children' approaching their next age related milestone. Staff will spend time observing children's play and learning. An OPAL Spotlight is completed at the end of the month and actions will be planned to support the child's development. Every children will have 2 spotlight observations during their time in reception.

Expected Attainment and Progress (EYFS)

At Boney Hay we know that every child is unique and children develop in their own way and at their own rates. We understand that the 'Development Matters' guidance is not to be taken as necessary steps, nor assumed to be in any particular order, for individual children. The age links overlap ranges because these are not fixed age boundaries but suggest a typical range of development.

7. Working with parents

At Boney Hay we strive to create and maintain strong partnerships with parent and carers as we recognise together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education in the following ways:

- Informal day-to-day communications with parents/carers during greeting and dismissal.
- Class Dojo is used regularly to share achievements and to keep parents informed of learning activities that are taking place within the classroom.
- Class Dojo is also available for parents to communicate with teachers and share home achievements.
- Parents/carers are invited to attend parents' evenings and open days throughout the year.

Each child in EYFS 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.

8. Transition

To ensure children have the opportunity to develop familiarity with the setting and teachers, they are invited to visit their new classroom before they start. All parents are invited to an induction meeting to meet staff and gain relevant information.

EYPs provide Year 1 teachers with relevant information regarding pupils well-being and academic attainment, allowing them to accurately plan effective learning for their next steps.

9. Safeguarding and welfare procedures

We know 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." (DFE Statutory Framework for EYFS 2021). We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We allow children to take risks and provide them with the skills to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

There are clear procedures for assessing risk (see Healthy and Safety Policy and whole school risk assessment procedures). EYPs will ensure daily risk assessment of the EYFS environment are conducted to identify any hazards or risks and that actions are taken to minimise these.

Due to the age of children within the EYFS setting, all staff adhere to our intimate care policy.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.