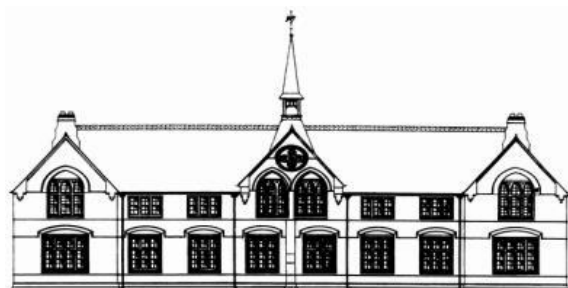


Early Years Foundation Stage (EYFS) policy



New Town Primary School

Approved by:	Governing Board	Date: 12 th October 2023
Last reviewed on:	11 th October 2023	
Next review due by:	10 th October 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
- 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

At New Town Primary school, we have both a nursery and reception classes.

Our nursery classes take place between 8.45 to 11.45 for the morning session and 12.30 to 3.30 for the afternoon session. Children can either attend 5 mornings or 5 afternoons. There is no option to mix between the two sessions. We operate on a 1:13 ratio with a qualified teacher and at least one level 3 early years practitioner at all times. We offer three main intakes September, January and Easter so children may begin the term after their 3rd birthday. We do however take children within term if they are eligible and if space is available.

We also offer 12 spaces for children who are eligible for funding to attend nursery for 30 hours. Children must be in receipt of funding and have submitted the funding code prior to start. These children can attend nursery 8.45 to 3.30 five days a week.

We hold space for 60 children within our reception classes. Children attend between 8.45 to 3.15 aligning with the rest of the school. Each class is led by a qualified teacher.

4. Curriculum

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

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.

Staff also consider 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.

Staff from nursery and reception plan together to ensure a continuity of learning throughout. A two-year rolling plan is used to ensure that the children experience a broad curriculum spanning many topics.

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.

Each child has access to outside spaces for physical and outdoor learning.

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 one.

Children within reception follow Read, Write Inc as a phonics scheme and White Rose as a maths scheme to ensure continuity when they move towards year one.

5. Assessment

At New Town Primary School, 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 consider observations shared by parents and/or carers.

At New Town Primary School, we use Target Tracker to track the children's progress. Children will have their learning plotted at the end of every term. Staff will use this data to identify gaps and ensure that teaching is changed to reflect this. Children needing extra support are identified and planned for accordingly.

When a child has been within our setting for a term, 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. All children receive a written report at the end of their time within nursery. This will also be passed on to their next setting.

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.

EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

At New Town Primary School, we use Tapestry as a form of assessment and communication with the parents. Parents can see all the observations made by staff and can add their own or comment on observations by staff. Home learning is also sent home using tapestry when in reception.

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.

At New Town Primary School, we hold two parents evening a year. These take place at the beginning and the end of the school year. This gives parents the opportunity to meet with their teacher and discuss the learning that has been taking place.

Parents receive two school reports a year, a mid year report to outline the progress made and the areas in which the child needs to focus on and an end of year report with the child's data for the year and a departing comment from their teacher. Parents have the opportunity to meet with their child's teacher to discuss their report for the year.

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

We promote good oral health, as well as good health in general, in the early years by teaching the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The effects of a poor diet
- The importance of daily physical activity

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

8. Monitoring arrangements

This policy will be reviewed and approved by Polly Cornish, Head Teacher, every year.

At every review, the policy will be shared with the governing body.