

Early Years Foundation Stage Policy



Approved by: The Full Governing Body

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Signed

Howard Park Community School

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Early Years Foundation Stage Policy

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 relationship between staff and parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

Structure of the EYFS

At Howard Park Community Primary School children aged 3 and 4 years old we offer a nursery place that provides a flexible provision to our community. In addition to a funded 15-hour place, parents/carers can claim for an additional 15 hours funding through the Governments 30 Hour Free Childcare Scheme [30 hours free childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk). If parents qualify for this additional funding then the cost of lunchtime supervision will be charged directly. Morning, afternoon and full day sessions are available for 38 weeks per year, during term time. Alongside this we have a 30 place Reception class. Nursery and Reception are separated and each has their own class, however we work collaboratively to plan, prepare and deliver our curriculum. Each class has a good indoor space which is then connected with an extensive outdoor area which offers a range of areas to support the delivery of the curriculum.

The hours for Nursery children are 8.30am – 11.30am and 12.30pm – 15.30pm. 15-hour placements are split across the week. This will be either a place from:

- › Monday 8:30am – Wednesday 11:30am

Or

- › Wednesday 12:30pm – Friday 3:30pm

When children stay to lunch an additional £3 is charged for the lunch hour to help cover staffing costs. This does not cover the cost of a school dinner.

The hours for Reception children are 8.40am – 3.20pm and all children are full-time.

Curriculum

Our early years setting follows the curriculum as outlined in the latest 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

Planning

The EYFS at Howard Park provides a safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know, previous experiences and their individual stages of development.

Staff use their knowledge and expertise to get to know the children in their care using high-levels of interactions, engagement and positive communication. A language-rich environment is provided and this develops through a carefully considered curriculum. All planning considers the needs, interests and stages of development of all children. 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.

The learning and development of all children in our care is paramount. 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

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. The staff always take an active role in child-initiated play by observing, modelling, scaffolding and extending play with a large focus on developing skills, independence, language and

understanding. Our outdoor provision mirrors the opportunities available on a larger scale, to the children inside, offering a mix of adult-led and child-initiated 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 1.

Assessment

At Howard Park, 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Progress is also tracked at three points throughout the academic year. This is then analysed and discussed in pupil progress meetings.

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.

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.

In Reception Read, Write, Inc. assessments are carried out every half term or sooner to ensure children are working within a targeted group appropriate to their knowledge and development.

Working With Parents

At Howard Park we recognise that children learn and develop well when there is strong partnership between staff and parents and /or carers and also practitioners from previous settings. This helps to ensure that the children's social, emotional and educational needs are addressed appropriately and early in the year. Children that transition to Howard Park from other settings are planned carefully along with discussions with parents, children and the practitioners of the pre-school settings that the children of Howard Park have previously attended.

We offer setting visits, home visits, stay and play sessions and 2 mornings of transition. Parents are welcome to visit with their children for an afternoon where they meet other families and also start to form new relationships.

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.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education.
- Listening to accounts of their child's development and any concerns they may have.
- Making parents feel welcome by being friendly, approachable and having an open-door policy.
- Maintaining an on-going dialogue, sending weekly newsletters.
- Meeting with parents regularly to discuss progress.
- The use of an online learning journal which parents can access at home.
- Inviting parents to learn about the way in which we teach some key skills so they can work with children at home in a positive way. This includes Phonic and Math's Workshops

Safeguarding And Welfare Procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on positive behaviour following our whole school approach and working closely with our nurture lead Mrs Galloway in Bears Cavern.

We teach children about our school values, respect, responsibility, care and ambition. This helps promote a safe environment where children feel respected and able to take responsibility for their own behaviours.

Our whole school PHSE thematic approach provides children with some tools to have 'the best possible life.' It helps them understand the importance of being happy and healthy and ways in which they can do this.

We provide children with opportunities to help them develop important life skills. We support children when taking risks and avoiding hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

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

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 over:
 - We have at least 1 member of staff for every 13 children
 - 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 insert your approach here, for example by talking to children about:

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

Monitoring Arrangements

This policy will be reviewed by the headteacher/`EYFS Lead/full governing board every 3 years. They may, however, review the policy earlier than this if the government, or the LA, introduces new regulations, or receives recommendations on how the policy might be improved.

At each review, the policy will be approved by the full 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