



# Nutley Church of England Primary School

## Early Years Foundation Stage (EYFS) policy

This policy was endorsed by the **Board of Governors** at the meeting on 7<sup>th</sup> February 2022

Signed 

Head Teacher

Signed 

Chair of Governors

This policy will be reviewed yearly

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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

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception year. At Nutley CE School, children join us in Reception in September of the year that they turn five. Children will generally join in September and attend full time. Parents may still choose to send their children part time until the term after they turn five. This would be discussed and agreed in advance with the headteacher. At Nutley CE School, the EYFS cohort is currently a maximum of 15 children.

The EYFS is based upon seven features of effective practice:

- The best for every child
- High quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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, practitioners focus strongly on the 3 prime areas in the autumn terms, building in the four specific areas throughout the rest of the Reception year.

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 learning, the learning environment is carefully considered to reflect on the different ways that children learn and include these in their practice. Learning planned in advance, however, still allowing opportunities for 'In the moment' planning, which allows the children and practitioners to follow children's interests.

Transition from Pre-school and nursery settings is supported through communication with practitioners from all children's settings to ensure the Reception class staff are aware of the needs, abilities and well-being of all the children are carefully considered. Also, the children are matched with a 'Buddy' from another year group who support the new children in their school journey.

Transition from Reception into KS1 involves staff planning collaboratively throughout the year. This still allows opportunities for learning through, whilst preparing the children for the different learning style and new curriculum in KS1.

### 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 support each child's emerging needs and interests, guiding their development through positive and encouraging 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

At Nutley CE 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. A range of assessment methods will be used – including photographs, incidental observations and observations of an activity or

teaching input to build a comprehensive picture of children's development, which is compiled within their own Tapestry Profiles and other learning books.

Baseline assessments will be recorded during the children's first six weeks at school. Assessments will be updated on a termly basis on a whole class grid, showing on track or not on track to reach Early Learning Goal. This assessment is then used to inform future planning.

Practitioners also take into account observations shared by parents and/or carers, as well as input from the children (Pupil Voice).

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 or not they have met the ELG.

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.

The progress and individual needs of the children are reported to parents and carers three times a year, through Parent Consultations and an end of year Report. This provides parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The teacher and teaching assistant have equal weighting in acting as the key people to support children in their setting.

Regular communication with the parents and carers, for example, regular school newsletters, emails, telephone calls, Come and Share sessions and other information to support learning is provided.

## **7. Safeguarding and welfare procedures**

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the governing body every two 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