

Early Years Foundation Stage (EYFS) policy

Beech Hill Community Primary School



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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 staff 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 Unit at Beech Hill consists of one reception classroom, a nursery classroom and a shared outdoor learning area and garden separate to the main school playground. Children from nursery and reception are able to access learning activities in all the learning spaces.

Admission to nursery

Children enter nursery in the September after their third birthday although they may be admitted the term following their third birthday if there are places available. Each child is eligible to receive the government universal offer of up to 15 hours of 'Free Entitlement' per week. There is one nursery class with a maximum of 26 children attending each session. Nursery provision is open during term time only between 8.55am and 3.10pm and parents can select the sessions they prefer from a choice of flexible delivery options. There are also a limited number of 30 hours free childcare places for eligible parents.

Admission to reception

There are 30 places in the reception class. It is important to remember that even if your child attends Beech Hill Nursery they do not have an automatic right to a place in the reception class and you must submit an application for a reception class place to Wigan Council.

All children must be accompanied to and from school by a known adult in line with the school policy on arrangements at the start and end of the school day.

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4. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 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.

Effective learning builds on and extends what children know and can already do therefore staff take into account the individual needs, interests, and stage of development of each child in their care, including children's prior learning from previous settings and their experiences at home. They use this information to plan creative, inspiring, challenging, memorable experiences. Embedded within our vision, is the need for children to be exposed to a range of experiences that broadens their understanding and equips them with the skills needed to be successful, confident, life-long learners who reach their full potential.

In planning and guiding children's activities, staff 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 both indoors and outdoors, 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.

Planning is underpinned by the teaching of basic skills, knowledge, concepts and values alongside the provision of enhancement opportunities to engage children. Children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skilful adult interactions.

5. Assessment

At Beech Hill, ongoing assessment is an integral part of the learning and development processes. Staff take into account observations shared by parents and/or carers. This begins as part of our transition process when parents and/or carers are asked to complete an Ages and Stages Questionnaire (ASQ). The completed questionnaire allows both parents and teachers to talk about the child's skills and to consider next steps in learning or any areas of development that are a cause for concern and may need further assessment.

All children are assessed on entry to nursery and reception using WellComm, a speech and language toolkit used by early years and primary practitioners to identify any speech and language difficulties quickly and easily, so that appropriate support can be provided.

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). All children will be assessed, regardless of when they join the class, unless they have been assessed in a previous school.

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 for their child and also form the basis of transition conversations to prepare for the next phase of education.

The profile is moderated internally to ensure consistent assessment judgements. 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.

Parents and/or carers are kept up to date with their child's progress and development. Throughout a child's time in the EYFS staff review and report on children's progress and provide parents and/or carers with information about their child's development. This is done both formally and informally and in line with whole school policies and procedures and provides 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. At Beech Hill the key person is the child's class teacher supported by the support staff who work alongside them. 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 health, including good oral health, in the early years by

- Offering healthy, balanced and nutritious school lunches, snacks and drinks
- Discussing with children and parents the importance of a healthy packed lunch
- Discussing with children and parents how they can support and protect children's oral health

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

8. Monitoring arrangements

This policy will be reviewed by the Early Years Lead and approved by SLT every two of 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 safeguarding, child protection and early help 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 safeguarding, child protection and early help policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding, child protection and early help policy See arrangements and the start and end of the day procedures
Procedure for dealing with concerns and complaints	See compliments and complaints procedure