



## EARLY YEARS FOUNDATION STAGE POLICY

### 1. Aims

This policy aims to ensure:

- 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 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 [Statutory framework for the Early Years Foundation Stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### 3. Structure of the EYFS

Children can attend early year's provision at Pepper Hill School, from the term after their 3<sup>rd</sup> birthday in the Nursery. Pupils start attending full time school in the academic year in which they turn five.

The early years setting is made up of two nursery classes with full time provision an option and two reception classes. We offer the 'Nursery Education Grant' funded places, enabling children to attend for 15 hours per week. The children can attend from 08:30-11:30 or 12:15-15:15, five days a week.

We also offer funded places for 30 hour provision for Nursery. The children can attend from 08:30 - 14:30, five days a week. Parents and carers have the opportunity to add on additional wrap around care options for an additional charge.

Reception class children attend 08:50 -15:00 five days a week.

#### 3.1 The induction process

All children entering our Nursery or Reception will receive a home visit. This ensures children have a smooth transition from home or previous setting and provides an opportunity to build relationships, share information and identify individual needs. This helps the children to feel happy and ready to learn when they arrive. The EYFS staff carry out initial observations of language, interaction and play skills in the home which informs our baseline assessment.

### 4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three 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 four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **4.1 Planning**

Our 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 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.

### **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.

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 Pepper Hill 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 take into account observations shared by parents and/or carers.

Within the first six 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.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local school to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## **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. 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.

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

We recognise 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

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 one member of staff for every 13 children

For reception classes we comply with infant class size legislation and have at least one teacher per 30 pupils

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

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

The rest of our safeguarding and welfare procedures are outlined in our Child Protection Policy and Intimate Care Policy.