

# LITTLE THURROCK PRIMARY SCHOOL



## Early Years Foundation Stage Policy

Signed:

*Devised Hanson*

Chair of Governors

Signed:

*Can Robert Boyd*

Headteacher

**Date:** November 2023

**Next Review:** November 2024

Changes since last review

No substantive changes since the last review. Included links to the new EYFS guidance.

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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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023. This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

Little Thurrock Primary School offers 3–4-year-old provision in our purpose-built nursery. Places are available for 3 hours each day with availability for a total of 52 pupils with 26 pupils attending the morning sessions and 26 children attending the afternoon sessions. The children attend 5 nursery sessions each week and the morning or afternoon preference will remain constant for the academic year. Nursery admissions take place three times a year. Children are admitted the term following their third birthday if places are available.

Little Thurrock Primary School has a published admission number (PAN) of 90 students in the reception age group each year, this forms three Reception classes with 30 pupils in each class.

## **4. 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 interconnected. 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**

Our staff plan activities and experiences for children that enable children to develop and learn effectively. 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.

Each half term the EYFS team follow a medium-term plan that is linked to a theme with a different book focus for each week. These are then segmented into weekly learning units with short term goals and a range of learning experiences and activities. Activities are planned to meet children's abilities and are

based on previous learning experiences and outcomes. The units that are taught are designed to meet children's interests as well as their academic needs, encouraging their enthusiasms and promoting each child's uniqueness. In Nursery the 'In the moment' planning effectively captures the child's interests and promotes individual progress.

The class teachers are responsible for the weekly planning. These plans highlight the main tasks and differentiated activities that the children will undertake, which are offered through a range of adult-led and child-led activities. These plans are shared with all staff in class each week. The Nursery classes have a nursery lead and a nursery nurse, and the Reception classes have a teacher and a teaching assistant. They work very closely together to plan for, assess and teach the children.

## **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. There are opportunities for learning to take place both indoors and outdoors. 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 Little Thurrock Primary, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. Within the first half term that children enter EYFS classes, on-entry assessments are carried out, covering the seven learning areas of the Early Years Foundation Stage in addition to the Reception Baseline Assessment for those children starting Reception. Our children are observed regularly regarding the learning aims in the weekly planning and the information gathered is used to ensure that future planning reflects the identified needs of all children.

Observations of the children's learning are evidenced by staff using an online platform called Tapestry. A range of evidence including teacher observations, the child's voice, photographs, videos and samples of children's work are uploaded onto the child's online learning journey. This can then be viewed by parents and carers by accessing their own child's secure account online. Parents and carers also have an opportunity to add their own observations to their child's account, sharing their learning at home and commenting on observations made by the staff in school. The online learning journeys are updated and reviewed regularly by staff members to allow for the response to the children's learning needs.

Parents and Carers are also invited into the school at regular points to share the learning that takes place. Parents and Carers are invited in the Autumn term and the Spring term to meet with their child's class teacher to discuss progress and to celebrate their child's achievements, and to raise any concerns or questions there may be. Parents and Carers also receive a report at the end of the Early Years Foundation Stage that provides an outline of their child's progress in each of the seven learning areas. The report highlights the child's strengths and developmental needs and comments on the child's general progress. 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 upon request.

## **6. Working with parents and carers**

We recognise that children learn and develop well when there's 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. 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 believe that all parents and carers have an important role to play in the education of their child. We recognise the vital role that they have already played in their child's life and actively encourage working in partnership with us in educating their children. We promote this partnership in the following ways:

- Providing Tapestry accounts to view and contribute to their child's online learning journey.
- Inviting parents and carers to a meeting with school staff in the Summer before the children start Reception in the September.
- Providing Boom Reader accounts, to record reading at home online and contribute to their child's reading journey.
- Providing opportunities throughout the year that encourage collaboration between school, child and parents/carers.
- Regularly communicating via the school newsletters.
- Offering an 'Open Door' policy if parents and carers feel they need to discuss any matters or express any concerns about their child.
- Invitation to our 'Open Evening' to view their child's work and discuss their progress. This takes place in the summer term.
- Invitation to consultations to discuss progress and celebrations in the Autumn and Spring terms.
- Providing an end of year report, outlining their child's achievements and highlighting areas for future progress.
- Holding workshops to aid parents and carers supporting their child's learning
- Sharing the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## **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 can 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: Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children. Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children.

For our reception classes we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have always at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available 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 talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Promoting a healthy diet with healthy snacks on offer

- Promoting water and milk to drink

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Mr Ian Broyd, Head Teacher, every year.

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