



Early Years Foundation Stage (EYFS) policy

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Approved by:	Water Hall Academy Improvement Board (AIB)	Date: 29.01.21
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We promote British Values as part of our SMSC curriculum and they are woven through all our policies. British Values are; Democracy, the rule of Law, individual liberty, respect and tolerance.

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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our Nursery is located at the front of the school in a spacious classroom, we offer sessions for pupils from 3 years old. Pupils attend either morning or afternoon sessions for 15 hours per week. We also offer full time (all day) sessions for those children eligible for 30 hours funding per week.

Our Reception class is located in a large open plan classroom and a large outdoor area with direct access. We have capacity for 45 pupils - split into 2 reception groups. Each has their own group area, cloakroom and external door.

Staffing in Nursery is at least 1 practitioner to 13 children.

Our Reception class is subject to infant class size legislation.

4. Curriculum

Both Nursery and Reception 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

We teach the RWI (Read Write Inc) scheme of work to all of our EYFS . In Reception the pupils have a daily morning session with their class teacher. In Nursery, both morning and afternoon sessions have a RWI session built into their timetable.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the continuous provision providing for all 7 areas of the EYFS curriculum.

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 activities, practitioners reflect on the different ways that children learn and include these in their practice.

In Reception the staff follow RWI, the teachers plan their maths, handwriting sessions and continuous provision.

In Nursery the staff follow RWI, and plan a Maths and Communication and Language session and plan for the continuous provision for both sessions. The EYFS lead practitioner oversees and monitors the planning in both Reception and Nursery ensuring an enriched curriculum is available for all.

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 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 Water Hall school, ongoing assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Practitioners review pupils progress and provide parents and/or carers with a termly report on the development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. The pupils' collated assessments are always available and accessible for parents to view.

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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

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.

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

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

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS leader every 3 years or sooner if there is updated statutory or recommended guidance that pertains to this policy. At every review, the policy will be shared with the governing board.

9. Links with other policies

This EYFS policy is linked to the:

- Teaching and Learning Policy
- PHSE/RSE Policy
- Health and safety Policy
- Educational Visits Policy

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	Safeguarding and Child protection policy
Procedure for responding to illness	Supporting Pupils with Medical Conditions First Aid Policy
Administering medicines policy	Supporting Pupils with Medical Conditions First Aid Policy
Emergency evacuation procedure	Health and Safety Policy Fire evacuation procedure
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	Complaints Procedure (Tove)