

Royton Hall Primary School



Early Years Foundation Stage (EYFS) Policy

Approved by:

V Holt

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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 \(EYFS\) that applies from September 2023](#).

3. Structure of the EYFS

Our early years setting consists of two reception classes and a mixed full time/part time nursery. We offer 45 places in reception and they are supported by full-time teachers and teaching assistants.

We have a full-time teacher and teaching assistant in the nursery. With the ratio of 1:13, we can have up to 26 children at one time. This is a combination of full time and part time depending upon the demand each year. All the children in nursery are entitled to the early years universal 15 hours free of charge. There is also the top up of an extra 15 hours free for those who qualify through work. Those who aren't eligible for the extra 15 hours can top up with a cost of £75 a week.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2023.

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.

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, 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. Outdoor Learning

Vision for outdoor provision:

- To explore, discover and investigate new learning
- To develop gross and fine motor skills
- To develop confidence and risk-taking skills
- To explore and experience all weathers and seasons
- To collect and use natural resources for a specific purpose
- To develop an understanding of our natural environment and how it changes

Outdoor learning is an integral part of the play and learning provision for EYFS. Children will be allowed daily access to the outdoor environment for both continuous provision and focused activities. Planning recognises that the outdoor classroom is an extension of the indoor area but also an area to provide different opportunities on a larger scale.

The outdoor learning environment is set up daily as a stimulating and inviting space, which supports learning across all areas of learning both Prime and Specific. Areas included are sand, water, digging, number, music, writing, art, small physical, large physical and climbing & balancing.

Parents are required to provide suitable clothing and footwear for their children, so that the outdoors can be accessed in all weathers. This should include wellies (when appropriate), a waterproof coat (children should

come to school wearing this waterproof coat which is suitable to be used with 'messy' learning) and spare clothes & underwear in a named bag. Parents are asked to regularly check and refill wet bags as required.

Daily visual risk assessments are carried out to ensure the area and equipment are safe, this includes checking equipment, checking for litter and animal mess and that the gates are closed. Any issues are reported immediately to the EYFS lead.

Children have as much access to outdoors as the setting can provide, to allow this we have allocated times for nursery use and reception use. We also ensure two members of staff are outside for safety reasons. Staff will facilitate and extend play during outdoor provision and carry out observations where appropriate. Children's interest should be followed and the practitioner should support this.

6. Assessment

At Royton Hall, 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. When a member of staff observes a great achievement by a child, this is recorded on an online journey called 'Tapestry'. Parents and/or carers have access to this online journey and are able to contribute to the collection of evidence. When planning next steps, staff will take into account observations shared by parents and/or carers.

In nursery and reception, staff review the children's progress and provide parents and/or carers with two parents evenings a year and a written summary of the child's development across the curriculum at the end of the year. This report highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 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 schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

7. 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, through parents evenings, parent/carer stay and play sessions and access to meetings with the SENCo.

The child's class teacher will ensure that their learning and care is tailored to meet their needs. They will also support parents and/or carers in guiding their child's development at home. Both the class teacher and teaching assistant also helps families to engage with more specialist support, if appropriate.

8. Behaviour

At Royton Hall, we expect all children to display outstanding behaviour. We use a system called 'Good to be Green'. All children begin each day with a green card. We reward positive behaviour and learning with stickers, stampers, certificates, team points etc.

If a child begins to display poor behaviour then they will be given a verbal warning. If this behaviour continues then this will lead to a yellow warning card. The child will then be given 5 minutes of time out to reflect on their behaviour. Once this is complete and a member of staff has talked to the child about our school rules, they then go back to a green card. Should this behaviour continue after a yellow card, then the child receives a red consequence card and is taken to see a member of the Senior Leadership Team. Behaviour that leads to a

verbal warning: deliberate failing to follow instructions first time, answering back, repeatedly shouting out and being disruptive in learning time, not respecting classroom equipment and being unkind to others.

Behaviours that lead to an instant red card are: deliberately hurting someone, deliberately swearing, deliberate damage to school equipment, racial comments, offensive comments and bullying.

If a child receives a red card, parents and/or carers will be notified by a member of staff.

9. Contenance

We meet the needs of children with delayed personal development in the same way we aim to meet the needs of children with delayed language or any other kind of delayed development. We aim to make reasonable adjustments to meet the needs of every child.

Parental Partnership

At Royton Hall Primary School we believe that parent/carer involvement is a necessary contribution to help a child develop their continence.

We ask that all children have a change of clothes in school to help changing be as efficient as possible. Adults will change children for odd 'accidents' but not routinely as part of day-to-day personal care. If children soil themselves we can help them change out of dirty clothing but will not 'wipe' them clean. If children are unable to clean themselves then a parent will be called to do this.

Teaching and support staff will not be expected to undertake tasks associated with changing children who are incontinent, except under exceptional circumstances, such as when the child is clearly unwell or if they are on a continence related medical care plan. This ensures we safeguard our staff and comply with safeguarding procedures.

We will treat all incidents of soiling with dignity and respect for the child. Parents should always be informed at the end of the day (or via a phone call) if a child has wet him/herself.

Children who regularly have accidents may require a parent/carer when possible to support their child's toileting needs by visiting the school at suitable times to change their child. This will be discussed in regular meetings with parents/carers.

If there is further concern that delayed continence may be linked to delays with other aspects of the child's development, this will be sensitively discussed with parents/carers and other agencies with an aim to planning a specific learning programme.

10. Safeguarding and welfare procedures

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

We follow [statutory guidance](#) for safety around supervised tooth brushing.

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

11. Monitoring arrangements

This policy will be reviewed and approved by Victoria Holt (EYFS Lead) every 2 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 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 attendance policy
Procedure for dealing with concerns and complaints	See complaints policy