

Early Years Foundation Stage Policy

Cavendish Community Primary School



‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.’

(Statutory Framework for the EYFS 2024)

Contents

1. Aims.....	2
2. Legislation.....	2
3. Structure of the EYFS.....	Error! Bookmark not defined.
4. Curriculum.....	Error! Bookmark not defined.
5. Assessment.....	4
6. Working with parents.....	5
7. Safeguarding and welfare procedures.....	5
8. Monitoring arrangements.....	Error! Bookmark not defined.
9. EYFS Attendance Policy	

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 Statutory framework for the Early Years foundation stage. Click the link here:

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

3. Structure/ Admissions of the EYFS

We have a 60 place Nursery and a 60 place Reception, both located in their own purpose-built buildings, with enclosed outdoor environments. In nursery, children are offered a place directly by the school, based on parents/carers being eligible for the 30-hour code. We also offer a full-time place if parents are entitled to free school meals. If parents are not eligible for the 30-hour code or FSM, they will be offered 15 hours-which is spread across five mornings. We have two nursery teachers and three nursery teaching assistants. Parents have the option to top up for the afternoon sessions. In Reception, applications are made through the local authority. We have two Reception teachers and two teaching assistants. We have an Assistant Head that oversees the Early Years Foundation Stage.

4. Curriculum

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 and teaching

We precede each new nursery school year by talking to parents at an induction, and during transition opportunities. We complete the Ages and Stages Questionnaire (ASQ3) at an allotted time with parents and children. In addition, we visit the children in their previous setting and talk to their practitioner. All of the information we gather helps us to plan for the children's needs and interests. We begin each new year by making a home visit just before the child's start date and once they are in school with us we observe the children, assessing the individual needs and take into account their different starting points. We then begin to teach skills following our EYFS curriculum, at a point that is appropriate to their unique needs and stage of development. We encourage children to demonstrate their attitudes and behaviour to learning through the Characteristics of Effective Learning.

The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. But throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child.

Teachers must ensure that children have sufficient opportunities to learn and reach a good standard of English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities, teachers must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go.'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The Cavendish EYFS curriculum interlinks core daily teaching of maths, reading and writing with experience-led learning and child-initiated learning. The balance of these three aspects allows for sequenced lessons, enabling children to build on prior learning within provision-based opportunities.

We recognise that language and communication are vital in all areas of a child's development. We welcome children from culturally diverse backgrounds and many of our children are at an early stage of learning English as an additional language (EAL). Communication and language development are therefore a consistent focus. We support children's development by providing a rich language environment, where conversations, singing and sharing stories become a regular part of the children's day. Our core curriculum is planned and sequenced carefully, demonstrating skilled progression of knowledge and understanding.

5. Assessment

At Cavendish Community Primary 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. Practitioners also consider observations shared by parents and/or carers.

In Nursery and Reception, a baseline assessment of the children is carried out at the beginning of the academic year to identify where each child is working and how to move their learning on. Children's progress is recorded three further times in the academic year. (Autumn 2, Spring 2 and finally Summer 2)

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')

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.

5.1 Moderation

Moderation is routinely held in our Early Years Foundation team. It is planned every half term within year groups and between Nursery and Reception. We also ensure that Reception and Year One in the summer term for transition and accuracy. Additionally, we moderate within a local cluster in the different areas of learning.

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.

Class dojo is used to share and celebrate the children's successes. Class dojo also enables the parents and teachers to communicate frequently.

7. Safeguarding and welfare procedures

(Our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.)

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 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 there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher for classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children and try to have a Teaching Assistant in each Reception class.

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

Members of staff have current paediatric first aid (PFA) certificate on the premises and available at all times 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 talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
 - Parental workshops to learn about oral hygiene and how to avoid tooth decay.
 - Free dental resources for children and parents.
 - Tooth brushing sessions in the EYFS for children to teach them how to brush.
 - All children provided with a free toothbrush and toothpaste.

We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Assistant Head every three years, or as needed, to reflect changes in legislation or best practices

9. Attendance for children in the EYFS

- A child is of 'compulsory school age' on the 1st January 1st April or 1st September following their 5th birthday.

- Children becoming 5 years old between 1st January and 31st March are of compulsory school age at the beginning of the term after 1st April.
- Children becoming 5 years old between 1st April and 31st August are of compulsory school age from the beginning of the term after 1st September.
- Children becoming 5 years old between 1st September and 31st December are of compulsory school age from the beginning of the term after 1st January.
- Children who are of compulsory school age can then be privy to all statutory action by Manchester City Council.
- Holidays/leave taken during term time for a child of non-compulsory school age will not be authorised but will not incur any further action.
- All children that are absent will receive a first day call, regardless of if they are of compulsory school age.
- Long term absence will be treated in the same way as statutory aged children.
(see the EYFS Statutory Framework page 24 2025)