

Early Years Foundation Stage (EYFS) Policy

Horwich Parish C.E. School



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*Our vision is to be a school where everyone can achieve and "let their light shine" both individually and collectively as a community.
Learning to love each other as Jesus loved us, respecting each other and growing into the people God has called us to be.*

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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.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Horwich Parish CE Primary School, children join the Reception class in the academic year that they turn five.

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

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

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to indoor and outdoor environments, which are set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest.

Effective planning is informed by observations of significant moments for the children, to ensure we follow their current interests and experiences. These observations are recorded in the children's individual learning folders.

Children have extended periods of time where they are able to direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Learning and Development

Teachers and teaching assistants provide the curriculum in the reception classes of up to a class size of 30 children (up to a maximum of 60 in the unit).

There are seven areas of learning and development of which three are 'prime areas', and four 'specific areas'.

The prime areas are:

- Communication and language.

- Physical development.
- Personal, social and emotional development.

The specific areas are:

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. 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. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Special Educational Needs support.

At Horwich Parish:

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Play is used as an essential part of 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 on-going 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."

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Horwich Parish we support children in using the three characteristics of effective Teaching and Learning. These are:

- Playing and exploring.
- Active learning.
- Creating and critical thinking.

Religious Education is also taught in the reception classes in accordance with Manchester Diocesan guidelines and associated advice.

Reception children join the other children in school after October half term (or as soon as staff feel they are ready) for the celebration assembly on a Friday and worship with Key Stage 1 on a Wednesday.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Horwich Parish CE Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's Inclusion policy for SEN.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children.

- Using augmentative communication strategies to support children with social communication difficulties, such as visual timetables and widgets
- Monitoring children's progress and taking action to provide support as necessary.

5. Assessment

At Horwich Parish School, ongoing assessment is an integral part of 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 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 upon request.

6. Working with Parents and Carers

Positive Relationships

At Horwich Parish CE Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.

- The children have the opportunity to spend time with their teacher before starting school during transition sessions.
- Supporting children through the transition from pre-school to Reception with the children attending part time during the first week. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school and possibly again during the first half term of the child's Reception year in order to detail how we aim to work with their child, particularly in relation to reading and phonics.
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a termly report on their child's attainment and progress.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents, for example stay and play sessions, open days and celebration assemblies.
- Written contact through home school diaries and school Spider emails, as well as the acknowledgement that parents can ring school to contact key workers.
- Ensuring all parents know that their child's key worker is the class teacher, supported by the teaching assistant.
- Inviting parents to use the year group email system as an alternative means of communication if they cannot get into school to speak to the teacher.
- Invite parents with their child to complete a short questionnaire at home to inform school of their child's hobbies and interests so that we may plan activities to meet each child's individual needs.
- Deliver workshops throughout the year to support parents with their child's learning e.g. phonics & reading, writing, maths & behaviour.

7. Safeguarding and Welfare Procedures

Health and Safety

At Horwich Parish, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. There is detailed information and procedures to ensure the safety of the children, including safeguarding, within the staff handbook.

In line with the EYFS statutory framework 2023, at Horwich Parish the following measures have been put in place:

- A whole school medicines policy, ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Horwich parish a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.
- Fresh drinking water is available at all times and milk is also provided.
- Children's' dietary needs are recorded and acted upon when required.
- The Reception Unit has a snack and sink area that can provide healthy snacks and drinks. A member of staff holds the level 2 food hygiene certificate, in line with the 2023 statutory framework.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). At least one teaching assistant working within the YR unit is paediatric first aid trained.
- The SENCo and the headteacher are the named behaviour managers for the whole school including the EYFS.
- A whole school health and safety policy is available which covers identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A whole school fire and emergency evacuation/evacuation procedure and policy are in place.
- A safeguarding policy stating how mobile phones and cameras are to be used whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
- Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

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. At Horwich Parish CE Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare and safeguarding of children.

- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Transition

From Pre-School/Feeder Settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- During the summer term parents are encouraged to complete an "all about me" booklet. It is used during the Autumn term to support transition and to inform planning.
- The children are invited to taster sessions alongside their parents in the reception unit.
- Members of staff from the reception class make visits to feeder settings. The number of visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.
- Where requested, or if a child has additional needs that the parents wish to discuss, a visit will be made to the child's home by two members of staff.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

As part of the transition process, the reception children visit their new teachers and classroom settings for afternoon story times and a moving up morning.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers alongside other members of the SLT, moderate the records and examples of work of children who are deemed to exceed national expectations. Parents and Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

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

8. Monitoring Arrangements

This policy will be reviewed and approved by Mrs S every year.

At every review, the policy will be shared with the governing board.

Appendix A: 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