

Holme Community School



Early Years Foundation Stage (EYFS) Policy

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1. Aims

At Holme Community School we pride ourselves on being an exciting place for children to realise their potential and develop their talents, in an environment that puts happiness and wellbeing at the heart of everything we do.

This policy aims to ensure:

- Provide children with the foundation to become confident and competent learners within a safe and stimulating environment.
- 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
- Develop excellent relationships with parents and carers to build a strong partnership in supporting all children.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Use and value what each child can do, assessing their individual need and helping each child to be the best they can be.

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At Holme Community School we have an early years unit with children attending from age 3 to 5 years. Children start school in our nursery group in the term after they turn 3 years old. Our nursery provision delivers 30 hours of high-quality, care and education to children from 3 years old until they start Reception. We have one class within our EYFS setting and it is a mixed-aged Nursery and Reception. Children are taught together where appropriate and in separate age groups when necessary; for example, during phonics teaching sessions. Our continuous provision is always in mixed age groups.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

Characteristics of Effective Learning:

As well as what children learn, the EYFS sets out how children learn, these are known as the '*Characteristics of Effective Learning*'. The Characteristics of Effective Learning inform Nursery and Reception staff of children's preferred learning styles. We use these to plan effective next-step learning opportunities matched to the children's interests and abilities.

The three characteristics are:

- Playing and exploring: Finding out and exploring, Playing with what they know, Being willing to 'have a go'
- Active learning: Being involved and concentrating, keeping trying, enjoying achieving what they set out to do
- Creating and thinking critically: Having their own ideas, making links, and choosing ways to do things.

4.1 Planning

We have a two-year topic cycle so both Nursery and Reception children are working together on the same theme.

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. The planning is flexible to ensure we also follow the children's interests, school themes, and local or national events.

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.

A balance between adult-led and child-initiated activities is vital, taking into account children's interests and offering suitable challenge for activities and learning. To provide high-quality child-initiated learning we ensure there is:

- Provision for a stimulating learning environment both inside and outside across all areas of learning with engaging and challenging learning outcomes.
- A variety of high-quality, stimulating resources for children to experience and interact with.

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 Holme Community 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. Staff also take into account observations shared by parents and/or carers. Tapestry Learning Journal is used to capture and evidence each child's learning in both Nursery and Reception. Phonics Tracker is also used to monitor and assess children's development in early phonics.

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.

6. 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. Tapestry observations and 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 promote good oral health, as well as good health in general, in the early years by talking to children and families about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We want to introduce supervised tooth brushing, by following statutory guidance for safety around supervised tooth brushing.

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 Craig Dewar-Willox (Headteacher) every two year.

At every review, the policy will be shared with the Curriculum and Standards committee of 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