**Jubilee**

**Primary School**



**EYFS Policy**

**2020-21**

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| Date Approved: |  |
| Approved by Chair: |  |
| Approved by Headteacher:  |  |
| Review Date: | **Summer 2022** |

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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

· 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).](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

# **3. Structure of the EYFS**

Jubilee is a community school with Nursery and Reception. Nursery admits children aged 3-4.

The Nursery can accommodate up to 26 children for each session (morning and afternoon). There is no set limit on the number of part-time places against full-time places. We will be flexible with the exact number of 15 and 30 hour places in order to meet the changing annual requirements of our community and the exact make-up of the Nursery class will be governed by the applications received:

* Full-time places are defined as 9:00 am until 3:30 pm (please note that this is 2.5 hours over the national offer of 30hrs, this is at the discretion of the school and may be subject to change).
* Part-time places are defined as:
* · 9.00 am until 3.30 pm Monday and Tuesday plus 9.00 am until 12.00 noon on Wednesday **OR**;

· 12.30 pm until 3.30 pm on Wednesday and Thursday and Friday 9:00 am until 3.30 pm

 Reception admits ages 4-5. There are two forms of entry in Reception, totaling to 60 available places.

# **4. Curriculum**

Our early years setting 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

**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 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.

Some of the activities are prepared by the teacher and will focus on specific objectives. The children are also able to choose activities from any of the other resources available.

Teaching staff engage with the children during these activities and help to support their learning and development. In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and include these in their practice.

**4.2 Teaching**

Early Years learning and development is provided through purposeful play and through adult led structures and routines that build confidence and provide intellectual stimulus and challenge.

Throughout the day, children have direct teaching sessions for maths, literacy and phonics, either as a whole class or in small groups. The rest of the time they take part in activities in the indoor and outdoor learning environments.

Practitioners respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

# **5. Assessment**

At Jubilee, 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 take into account observations shared by parents and/or carers.

When a child is aged between 3 and 4, practitioners review their progress and provide parents and/or carers with a written summary of the child’s development. This ‘progress check’ highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

From September 2020 a baseline assessment will be carried out within the first 6 weeks of children starting school. It will be an activity-based assessment of pupils’ starting points in:

* Language,communication and Literacy
* Mathematics

 **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. At Jubilee we look for every opportunity to get parents involved in their child’s learning,

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. Parents are encouraged to sign up to Parent Hub as a means of keeping them informed and update about learning and events.

There are key adults assigned to each child who helps to ensure that their learning and care is tailored to meet their needs. The key adults support 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. Toilet training and interment care**

Nursery are usually toilet trained before their start date. Should this not the case, we expect parents/carers to alert the school prior to admission in order that we can work together in partnership to agree an appropriate course of action.

 See interment care policy.

# **9. Monitoring arrangements**

This policy will be reviewed and approved by Sam Esty Deputy Headteacher every ? of years.

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

# **Appendix 1. List of statutory policies and procedures for the EYFS**

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| 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 |
| Admissions and top up charge for Nursery | See admissions policy |
| Changing and interment care. | See interment care policy |