

Early Years Foundation Stage (EYFS) policy

Linden Road Academy



Approved by:

R O'Brien

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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 2021](#).

3. Structure of the EYFS

At Linden Road Academy, we are lucky enough to offer 30 hour funding to 3-4 year old children. There is a charge of £10.00 a week to cover the five lunchtimes so that children can access a full day in our EYFS. The session runs from 8.45am-3.15pm. Children can bring a packed lunch or have a school dinner at a charge of £2.25

We also offer wraparound for those children who are not eligible for 30 hour funding but need the whole school day session. The afternoon session, is available for £12.00 a day with the children finishing at 3.15pm. School dinners are available at a cost of £2.25. Alternatively, the children can bring a packed lunch.

We also offer 15 hour funding for those who require a half-day place. The session for the 15-hour funding runs from 8.45am-11.45am.

During all the sessions, children have access to water and a daily healthy fruit snack

In Reception, (children who are aged 4-5), children stay for the whole day 8.45am-3.15pm. The children can bring in their own packed lunch or have a school dinner provided for them free of charge. Water is available for them throughout the day with a healthy snack also provided.

We also offer a milk scheme, which is free to children up to the age of 5. All you have to do is register for the milk on the letter provided in the school starter pack. Children who are over the age of 5 will have to pay a charge of 23p a day for milk.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

In both Nursery and Reception 18 quality texts have been chosen to deliver the EYFS curriculum. These texts will give the children opportunities to learn about all aspects of the EYFS curriculum and each book will be delivered over a two-week period. There is flexibility in its planning as the teachers will judge how much high quality teaching and learning can be gotten from the book stimulus and will lengthen or shorten the session depending on the outcomes of learning from the children. During the course of the academic year there will also opportunities for cultural themes to be explored.

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 stages 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. The activities will be relevant for the text that the children are studying at the time. The environment both inside and outside will reflect the content of the text being studied. Maths teaching will be whole class based and will follow the White Rose Maths Scheme in both Reception and Nursery. The scheme will be adapted for Nursery through careful planning making it relevant for the age group. English will be based upon the high quality texts used and will sometimes be whole class and sometimes be in small groups or individual based on the individual child's needs.

Phonics is taught as a whole class in both Nursery and Reception following the Letters and Sounds scheme. Phase 1 will be taught at the start of Nursery and Phase 2 at the start of Reception. Any interventions will take place in the afternoon for Reception children during the guided reading session.

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. Assessment

At Linden Road Academy, 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. We use the online tool Tapestry to record all observations during the school day which also enables us to develop a strong relationship with parents and carers.

Within the first 6 weeks that a child starts reception at Linden Road Academy, 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 (on track)
- Not yet reaching expected levels (not on track)

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.

Phonics will be monitored internally each half term with discussions taking place between class teachers and the phonics lead in school. Phonics reviews will be completed each half term by all staff who teach a phonic group. Progress will be reported to parents and carers.

All 17 areas of the curriculum will be monitored each term entering the results onto Bromcom. Progress is reported as 'on track' or 'not on track'.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools within the Trust hub, 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. Our door is always open to parents and/or carers should they wish to speak to a member of staff. At Linden Road Academy we pride ourselves with the great relationships which are developed from day one. Each child will be assigned a key worker who will be available to discuss any matters that arise with parents and/or carers.

During the first week in Nursery and Reception your child will bring home a letter with the name of their key person. 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.

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.

During the Autumn term we will have a parents and/or carers conference where progress and next steps will be discussed. This will also take place in the Summer term.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by following the Colgate initiative Bright Smiles Bright Futures. We will be talking to the children about the effects of eating too many sweet things and 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.

8. Monitoring arrangements

This policy will be reviewed and approved by Ray O'Brien EYFS Leader every 2 years.

