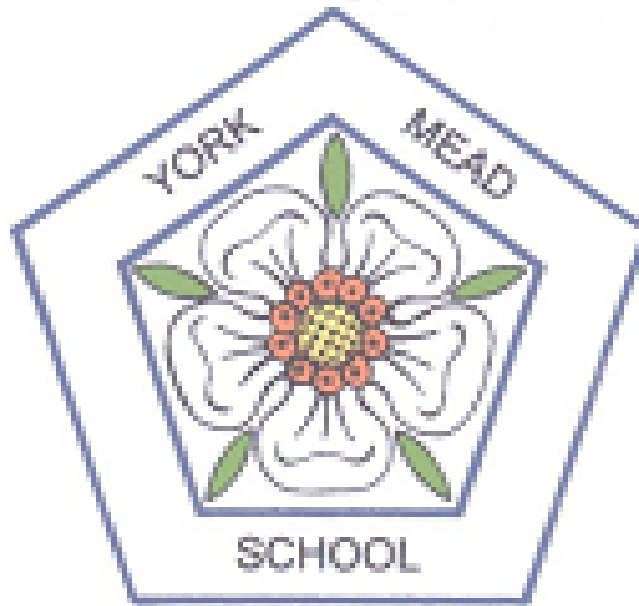


Early Years Foundation Stage (EYFS) Policy

Yorkmead School



Updated by: Mrs. C Magee

Date: September 2024

Last reviewed on: July 2024

Next review due by: July 2025

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1. Vision

Our Vision is to create learning environments in which children have every opportunity to access a wide, rich and varied curriculum, through which they can thrive and develop into inquisitive, thoughtful and life-long learners.

The Four Principles of EYFS:

- **A unique child.** Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Yorkmead staff observe and deeply understand each child as an individual including how they learn and what they love.
- **Positive relationships.** Children learn to be strong and independent through positive relationships. Staff are warm and loving which fosters a sense of belonging. A key person approach is used to build strong relationships and staff are aware of and sensitive to the needs of the children in their care.
- **Enabling environments.** Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Learning environments evolve to meet the emerging needs of our children and experiences are planned to produce a response of awe and wonder.
- **Learning and development.** Children develop and learn at different rates. Teaching strategies are adapted to meet the needs of all learners and we prioritise deep and purposeful learning, fostering the characteristics of effective learning.

The EYFS Profile seeks to provide:

- quality and consistency in all early years' settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

2. 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

3. Legislation

This policy is based on requirements set out in the [2024 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

4. Structure of the EYFS

The Early Years Foundation Stage at Yorkmead, consists of two part-time Nursery classes and two full-time Reception classes. The Early Years Leader oversees the smooth running of the department. There is one Class Teacher and two Teaching Assistants in the Nursery, along with one Class Teacher and a Teaching Assistant in each Reception Class. Depending on the needs of individual children, this staffing structure is often supplemented with additional support staff, who cater for the needs of individuals or groups.

In Nursery, children can attend part-time for 15 hours per week in either morning or afternoon sessions. Eligible families can also apply for 30 hours free child care and attend Nursery Full Time.

Nursery hours are: Mornings 8:30am until 11:30 am.
Afternoons 12:30 until 3:30 pm.

In Reception, there are two full-time classes with a capacity of 30 places in each class. Reception hours are Monday to Friday 8:45 until 3:30pm.

5. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 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

Our curriculum also encompasses the Characteristics of Effective Learning, which are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

5.1 Planning

At Yorkmead Primary School, our pedagogy is underpinned by research and we have an ethos of learning through play. Adults are skilled at observing, understanding and carefully joining children's play and we appreciate that play is essential for the learning and development of children. Our curriculum is constantly evolving to meet the needs of the children in our care. One of the ways that we do this is through 'in-the-moment' planning. Staff work closely with children and adapt what they are doing based on the interest's children are showing, their emerging needs, and the skills and processes that we would like the children to learn. We balance carefully planned continuous provision with a combination of child-initiated and adult led learning- a fusion of **methods**.

How do we teach our curriculum?

- Purposeful adult-child interactions through shared, sustained thinking
- Rich, cross-curricular teaching and learning experiences
- Developmentally appropriate practice
- Language rich environments indoor and outdoor
- Planning in the moment that is based and built on the interests of the children

- Storybooks, non-fiction texts and poetry embedded within short and long-term plans
- Systematic phonics teaching, using the Read, Write, Inc scheme
- The Maths No Problem scheme is used to systematically teach early maths
- Outdoor learning is available all day, everyday
- A cycle of plan, observe, assess is used across our early years provision
- Children with additional needs are identified early and are monitored closely
- We work closely with the parents, appreciating the significance of parent/carer relationships

5.2 Continuous Provision

Learning environments indoor and outdoor offer continuous provision with enhancements added based on the interests of the children. Learning spaces are set up so that children have access to all resources and can choose and tidy these independently. Children have prolonged periods of time during the school day to access continuous provision.

5.3 Teaching

Each area of learning and development is implemented through purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, in the moment, guiding their development through warm, positive interaction. Children are encouraged to be independent and resilient in the face of challenges. Children are supported to take risks with guidance and encouragement from adults.

6. Assessment

At Yorkmead, 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 planning, both in the moment, and for future learning. Practitioners work closely with parents and/or carers to further understand the needs of the children. Staff work closely with 3 focus children per week and these observations, teachable moments and outcomes are shared with parents on a Friday morning.

A baseline assessment is conducted for all children in Nursery and Reception and this data is entered onto the school's own tracker. Assessment is ongoing, through observations, photographs, and from completed work and activities, which are kept as evidence in the children's 'Learning Journeys'. Data is entered on the school's tracker three times during the year and this is analysed and shared during Pupil Progress meetings.

At the end of the Reception year, 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, in their end of year report.

7. Working with parents

We recognise that children learn and develop best when there is a strong connection between practitioners and parents and/or carers. Our partnership with parents is important to us and we involve our families in their children's learning in the following ways:

- Every family has a parent induction at the start of Nursery or Reception
- All new families have a home visit from EYFS staff
- Weekly focus children, whose learning journey is shared with parents on a Friday afternoon
- Half termly parent sessions/workshops linked to developmental stages and new learning
- Half termly reading session- a story sharing opportunity with families
- Parents invited to attend trips and visits with us
- Termly parents evening to discuss learning, development and next steps.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

9. Monitoring arrangements

This policy will be reviewed by Mrs. C Magee (Early Years Leader) and approved by Mr. A. Newman-Smith (Head Teacher) every two of years, or as significant changes apply to EYFS practice, planning or assessment

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

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
Risk Assessments	Indoor Risk Assessment 2024 Outdoor Risk Assessment 2024
Levels of Pupil Involvement	Leuven Scales of Well-being and Involvement
Observations	Yorkmead EYFS Individual Observation Records
Curriculum	Yorkmead School Early Years Curriculum 2024 Half termly topic webs