

Roseberry Primary and Nursery School

Early Years Foundation Stage Policy



Headteacher: Mrs E. Dunn
Chair of Governors: Mr J. Anderson

Date: September 2023
Date for Review: September 2025

Contents:

Aims	Page 3
Legislation	Page 4
Structure	Page 4
Curriculum	Page 5
Planning	Page 6
Teaching	Page 6
Phonics	Page 7
Home learning	Page 7
Assessment	Page 7
Working with parents	Page 8
Inclusion	Page 9
Safeguarding and welfare	Page 10
Appendix 1. List of statutory policies and procedures for the EYFS	Page 10

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Roseberry Primary and Nursery we are proud to offer an inclusive approach to education, with children and their families fully supported throughout their learning journey.

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.

We believe that The Foundation Stage is a unique phase in a child's life and that it is crucial to successful future learning. Through this policy we aim to offer a consistent approach, where parents, carers, teachers and practitioners work together to give children the best possible start.

2. Legislation

This policy is based on requirements set out in the updated Statutory framework for the early years foundation stage (2023).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

This sets standards that all early years' providers must meet to ensure that children learn and develop well; and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school; and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life. All children within Roseberry Primary Nursery and Reception classes work within this framework.

The legislation details four key principles which shape our practice;

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

3. Structure of the EYFS

At Roseberry Primary and Nursery, we have a 2-year-old room (Little Acorns) with 8 AM spaces or 8 PM spaces, offering up to 32.5 hours/week. We have a 3 and 4-year-old room (Willow nursery) with 52 spaces, offering up to 32.5 hours/week. Eligible parents will be able to access their funded entitlement hours.

We have one reception (Chestnut) class and a mixed reception/Year 1 (Cherry) class, offering a total of 42 reception places with full school time hours.

Settling in and transition play an important part in the structure and routine of our provision. We offer "Settling in Sessions" where children get to know their Key Person, explore the new environment and meet other children. Parents share important information around needs, interests and routines. This is achieved through both discussion and completing "All About Me" fact sheets.

In a similar way, transitions between age phases are carefully planned and supported through social and photograph stories, visits and 'shared' sessions. This provision is enhanced to meet individual need as appropriate. An additional transition programme is provided for children who enter our reception classes from other settings. This consists of visits, including a session over lunch time, and a parent information session for all.

As children transition from Reception into Year 1 we endeavour to ensure that they are independent and motivated to continue their learning journey. We assess 'school readiness' and meet with Key Stage 1 staff to share relevant information. We have transition sessions and story times with new teachers in order to ensure that children are familiar with new environments and routines.

Our curriculum includes indoor and outdoor provision. Indoor provision offers a range of opportunities for all areas of learning. Outdoor provision offers opportunities for children to make sense of the world, learn how to care for their environment and explore basic scientific concepts, including scale, weather, change. In this way children can access a range of self-directed challenges, alongside structured adult-led learning experiences.

Learning spaces are clearly defined and resources are easily accessible so that children can develop as independent learners by following their own schemas and fascinations.

We recognise the importance of open ended experiences to promote purposeful and challenging play. Practitioners observe and extend this play as appropriate. They use inspiring language to promote sustained shared thinking. They further use these observations to enhance provision and extend individual learning.

4. Curriculum

Our early years setting follows the statutory curriculum requirements, as outlined in the latest version of the EYFS statutory framework, which applies from September 2023. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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. Educational programmes for all of these areas are detailed in the document.

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

These are also underpinned by the characteristics of Effective Learning-

- Playing and exploring
- Active learning
- Creating and thinking critically

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are also embedded in the Early Years Foundation Stage curriculum. We actively seek to promote these values through modelling behaviour, challenging stereotypes and ensuring that our children receive a rich and varied curriculum.

When appropriate, we demonstrate democracy in action and support the decisions that children make. We ensure children are given opportunities to develop enquiring minds in an atmosphere where questions are valued. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities

We allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, key group work, adult-directed

and whole class work will be planned, as appropriate for the age and stage of the pupils.

When planning we also accommodate individual learning styles, ensuring that, wherever possible, provision is planned in a multi-sensory way to ensure that the various experiences can be accessed by all in the spirit of inclusion.

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. Practitioners 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 their next stage of education.

Timetables are set for each room/year group and are adapted based on the needs of each cohort and the age of pupils within the setting.

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 whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary;
- Offering open ended, 'simple play' materials which allow children to work creatively and problem solve.

4.3 Phonics

Listening and attention, visual discrimination and auditory memory skills are developed right from the beginning of the Foundation Stage. The Launchpad for Literacy assessment and planning tool is used for this. The Little Acorn room introduces lots of activities relating to listening and attention, and rhythm and rhyme, using the Toddler Talk programme.

Further, more intensive work, using the Little Wandle Revised Letters and Sounds 'foundations' programme begins in our 3/4-year-old provision. This is a daily programme of interactive experiences that promote oral blending and segmenting, initial sound recognition and name recognition.

The Little Wandle Revised Letters and Sounds programme is then used from phase 2 onwards in Reception. Further phases from this programme continue throughout the Foundation Stage and into Key Stage 1.

4.4 Home Learning

At Roseberry Primary, we understand the impact of high-quality liaison between home and school and we strive to ensure that our pupils are keen to learn at every opportunity. For this reason, we believe that the extension of learning outside of the classroom, including the provision of home learning, is a vital addition to a child's learning journey.

For our younger children in the Little Acorns room, children are given a Reading for Fun book each week. They are also given the opportunity to take our Barnaby Bear Homework pack once/term. Content relates to reading, physical and shared activities associated with topic/season.

In the Willow nursery and reception classes, weekly phonics activities or maths challenges are sent home in homework books. Regular reading is encouraged at home for all children. Nursery children take home a school bedtime reading book to share with parents. Reception children take sharing or guided reading books. Comments about these books are recorded in their Reading Journal.

5. Assessment

At Roseberry Primary and Nursery, 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. This is all completed on ClassDojo. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure that we continue to be ambitious for all pupils.

Within the first 6 weeks of a child **starting 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 or,
- Working towards expected levels.

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 through a written report.

The profile is moderated internally (referring to the Development Matters [guidance](#) and our own in school curriculum documents) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

We also ensure that we quickly identify children who are entitled to both Pupil Premium and Early Years Pupil Premium. Through initial baseline assessment we establish how and in which areas children are attaining, in order to then support learning through tailored resources, expertise or intervention. Progress is then rigorously monitored and tracked in order to ensure that no child is left behind.

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.

Parents and/or carers are kept up to date with their child's progress and development. The progress check, summer reports and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We also encourage parent partnerships through:

- Comprehensive settling in and transition programmes, including visit sessions at transition points
- A range of activities such as Stay and Play, throughout the year to encourage collaboration
- Formal meetings for parents/carers up to three times a year at which the Class Teacher/Key Person and the parent/carer discuss the child's progress. Parents receive a report on their child's attainment and progress in the Summer term of our 2-year-old nursery, 3-4-year-old nursery and at the end of Reception. Parents of 2 year olds are invited in to complete their progress check with their key worker and health visitor.
- The use of an online Learning Journal (ClassDojo profile), which parents can freely access and contribute to should they wish to do so.
- Inviting all reception parents/carers to an induction meeting during the term before their child starts school;
- Providing drop in sessions for all nursery children where the teacher, parents/carers and child can meet before they start school
- By providing a quiet and confidential area where parents/carers are able to discuss any concerns;
- Encouraging parents/carers to attend workshops around the curriculum and supporting at home.
- Sharing curriculum plans on our website and ClassDojo, showing which aspects will be taught during that term, and offering a range of activities that support the involvement of parents/carers.

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.

6.1 Inclusion

All children and their families are valued at Roseberry Primary. Children are treated as individuals and have equal access to all provisions available. All children are

encouraged to achieve their full potential, and planning is in response to the observed 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. A special educational need, or disability which might require specialist support, would always be discussed with parents/carers at an early stage, and further support can be accessed through the school SENCO (Miss Dodds).

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children so that they make expected progress from their starting points. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more-able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. If a child's second language is English we would take reasonable steps to provide opportunities for such children to develop and use their home language in play and learning, while also ensuring that there are sufficient opportunities for them to learn and reach a good standard in English. If a child does not have a good grasp of English we would explore the child's skills with parents/carers in their home language, to establish whether there is cause for concern about a language delay.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

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

We additionally hold parent workshops concerning the importance of good oral hygiene and dental care. This session takes place before we introduce our daily tooth brushing scheme in the summer term to promote good oral hygiene standards.

We also teach E-safety across our EYFS in age appropriate ways.

At Roseberry Primary we believe that all children have the right to feel and be safe. The safety of our children is paramount. We encourage the children to take risks in a safe learning environment by helping them to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Within the Early Years we ensure that our current practice and provision complies with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

Our team works collaboratively 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 are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and developmental experiences tailored to meet their needs.
- Evaluate our service and strive for continuous improvement.

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 Emergency Response Plan.
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.

Written by	P Nunn EYFS Lead
Date	September 2023

Review Date	Review September 2025
----------------	-----------------------