



"A kind and inclusive learning community with high expectations for all"

At Queen's Park Primary School, we recognise and value individual differences in an inclusive learning community. We nurture children to become resilient and creative lifelong learners and caring, responsible adults in a diverse society.

EYFS Policy

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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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Queen's Park Primary School children are admitted to reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Queen's Park Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future life-long learning and development.

We use our indoor and outdoor environment to scaffold and model learning outcomes through relevant, exciting and engaging activities. We have focused teaching activities in whole group and small group sessions throughout the day.

4. Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. These include:

- The new parents' Information Picnic in June. At this event parents and children are introduced to the Early Years team and the Senior Leadership team. At the Picnic there is uniform on sale, information about school meals and breakfast club and other agencies, including the school nurse. Games and activities are set up and staff are available to talk to the new parents and their children. Parents and children are also



given an opportunity to visit their new classroom where the class teacher and member of support staff will speak to the children individually.

- A transition booklet is shared with the parents/carers in order that they can look at it with their child over the summer break to support preparation for school.
- A school handbook is provided to support parents in the expectations of being a part of Queen's Park Primary School.
- A Home Journal is issued to each child for them to share some of their interests and information about their home lives. The children have access to them within school throughout the year and they are sent home for additional pieces to be added periodically. We also share a copy of the child's peg label to support with name recognition and familiarity as they start school.
- There are story time opportunities planned during the summer term, to which our new Reception children and their parents are invited.
- After visiting the settings in person, the Reception team organise for the children transitioning from our main feeder pre-schools to visit and play towards the end of the summer term. If a child attends another pre-school we either arrange a visit or seek to communicate with the child's key worker.
- The EYFS Coordinator keeps in regular contact via email with new parents throughout the summer term before their children start school.
- At the end of July new Reception parents/carers have a home visit or attend their previously arranged interview where their child is discussed in detail. The children are invited to attend at the same time.
- Further meetings are organised for the parents/carers of children who have additional needs.
- We have a staggered start to allow the Reception staff to have more focus time with each child in order to get to know them.
- Staff make themselves available to meet with parents/carers, including those that are new to the school.

September Intake

Children start in small groups over a period of three days. SEN or children identified as needing more support will arrive on the first day. Remaining children will be divided into groups according to their date of birth with a new group starting the following two days. Younger children will have an earlier start date, with older children starting in the final intake.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have shared the dinner hall with the Key Stage

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1 children. They will have attended assemblies and joined in several planned events with the older pupils.

Children have the opportunity to meet their new class teacher and spend a time in their new class during the summer term. In addition to this, Year 1 teachers will read to the children in the Reception setting and in the Year 1 classrooms.

5. Curriculum

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

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Children require a balance of adult led and child-initiated activities in order to achieve a good level of development at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. 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 three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The four Specific Areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. Reception pupils also participate in a robust daily phonics program in line with school policy.

Characteristics of Effective Learning

Overarching the seven areas of learning and development are the Characteristics of Effective Learning. We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom or outside learning environment freely and purposefully to extend their learning.

5.1 Planning

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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. They may also have access to our nurture provision.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Observations

Foundation Stage practitioners use observations as the basis for planning. Practitioners are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded and used to inform future planning and for moderation of assessment. Guided reading records are also kept.

Medium Term Planning

Our medium-term planning identifies the intended learning for children working towards the Early Learning Goals. The planning provides first-hand experiences and learning opportunities at its core to enable the children to access a stimulating and inspiring curriculum providing rich opportunities for language development. A progressive and structured language map is also produced. The medium-term planning is based upon a different topic which is changed every half term.

Weekly planning

Weekly planning identifies the learning for children to work towards achieving the planned outcomes by the end of each term. The planning is based on scrutiny of previous learning using observations, writing work samples and adult led activity records. The weekly planning includes: Learning Objectives and Success Criteria for each area of learning, session outline, inside and outside enhancement opportunities including whole class input overview and adult led tasks.

5.2 Learning and 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. A clear structure of communication and language skills are promoted through the consistent use of stem sentences.

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. The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in Reception just as much as they do to the teaching and learning in Key Stage 1 or 2. Additional features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication; including the visual environment.
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- The good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- The regular identification of training needs for all adults working at the Foundation Stage.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. However, we also encourage children to follow their own interests and therefore allow freedom of expression and a cross curricular approach to independent learning.

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Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. The Reception classes have a self-contained outdoor area. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside and are linked to the learning outcomes from whole class teaching and develop the inside learning.

6. Assessment.

At Queen's Park Primary 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. Practitioners also take into account observations shared by parents and/or carers during consultations.

During the first term in Reception, the teacher assesses the ability of each child. We use the statutory national Reception Baseline Assessment (RBA). We also complete observations in all areas of learning within the learning environments. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

Assessment in the Foundation Stage takes the form of both formal and informal observations and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. Evidence is gathered and outcomes are recorded using the following:

- Weekly guided reading record sheet.
- Phonics phase assessment sheets with outcomes recorded on the Phonics tracking sheet.
- GLD gap analysis sheet to be completed for week 18 (spring 1) and updated half termly.

Data in the 17 areas of learning is entered on Target Tracker after baseline assessments have been performed at the end of the first six weeks then updated as part of a 12-week assessment cycle (please see the table below that has been extracted from the school's assessment policy). We record each child's level of development to be on track using the guidance of Development Matters age-bands. Teachers generate tracking grids to identify children who are making good, rapid or no progress; those who are working at, above or below age-related expectations and then use this information to ensure that future planning reflects identified needs.

Children working at ARE:

- **40b:** ARE at Baseline



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- **40b+:** ARE at Aut 2
- **40w:** ARE at Sp 1
- **40s:** ARE Sp 2
- **ELG Emerging:** ARE Sum 1
- **ELG Expected :** ARE Sum 2

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

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.

7. Parents as Partners

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 and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

At Queen's Park we...

- Talk to parents/carers before their child starts school at our open days and induction meetings.
- Arrange a parent consultation meeting in September, prior to their children starting school, for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have. This is an opportunity for parents to share additional information about their child with the teacher, which may help them to settle into school more easily.
- Provide a handbook of information about commencing Reception at Queen's Park School.
- Outline the school's expectations in the Home-School agreement.
- Invite parents/carers and children the opportunity to spend time in Reception Class to hear a story in the summer term before they start school and join the play picnic.
- Invite Nurseries to visit Queen's Park School, with new children, during the summer term prior to the new children starting in September.
- Hold a parent consultation early in the academic year to establish how a child is settling into the school environment.



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- Operate an open-door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Provide communication through the school calendar, school newsletters, email, school website and social media.
- Invite parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Offer three parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Reception.
- Ask parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as workshops, Christmas productions and sports day etc.
- Offer opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers or helping out in the classroom.
- Offer a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Literacy and Maths events.

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 Ruth Whitehead EYFS Year group Leader annually.

At every review, the policy will be shared with and approved by the full governing body.



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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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
Intimate Care Policy	See intimate care policy
Emergency evacuation procedure	See health and safety policy and emergency 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
Assessment procedures for data collection	See whole school assessment policy