

Early Years Foundation Stage (EYFS) Strategy



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1. Aims

This policy aims to ensure:

- that children make a positive start at school, and that they enjoy learning within a safe, nurturing environment;
- that children access a broad and balanced curriculum, preparing them for Key Stage 1;
- that children secure outstanding phonics knowledge to enable every child to become a reader;
- that quality first teaching enables every child to make good progress;
- that staff and parents and carers work in partnership for the benefit of the child;
- that 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 \(EYFS\)](#).

3. Structure of the EYFS

The Early Years Foundation Stage at Wells Primary School comprises a Nursery setting and two Reception classes.

Nursery

Wells operates flexible Nursery provision and has done for some time. There is the facility to accommodate 26 pupils in each session but there are a range of options available. We accommodate 30 hours provision or 15 hours taken over five mornings, five afternoons, or 2.5 days. Where available, additional sessions may be purchased for children who are not eligible for 30 hours. Children may stay for lunch but a charge is applied to cover the cost of supervision.

Reception

Wells has two Reception classes which accommodate 22/23 pupils. (We are a 1.5 form entry and these children then move into classes of 30 pupils as they move through the school.) Although there are two classes, at certain times of the day children move freely between the two rooms and shared outdoor area.

4. Making a positive start

Children starting at Wells Nursery and Reception receive a home visit from the appropriate staff to aid their transition. They also attend a stay and play session and are invited to school events so that they can get a feel for their new surroundings.

As soon as they start, the vast majority of children are invited to attend for whole sessions in Nursery and for whole days in Reception. We have found that this enables children to settle quickly and supports working parents and carers. If this is too difficult or not appropriate for the child, then we adapt our policy.

5. Curriculum

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

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

5.1 Planning

Teachers follow the Wells Primary School EYFS Curriculum Overview when planning. This captures all the areas of learning and the expectations for the seven areas of learning. Carefully chosen books in both Nursery and Reception provide a stimulus for Communication and Language and Literacy and other areas of learning where appropriate. As with all effective planning, the learning intention drives the ideas for activities. Learning intentions are displayed with each activity so that adults working with the children can direct the learning even when it is child initiated. There is a strong focus on the prime areas.

Staff 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, teachers liaise with the SENDco and specialist support agencies where required.

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

5.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities both indoors and in the outdoor area. Teachers respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Reading is given a very high priority in the Early Years and children are brought together regularly for stories, songs and phonics. The Read Write Inc programme is followed. Children in Reception classes also enjoy class PE sessions, music lessons and daily class maths sessions..

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.

6. Assessment

At Wells 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. Staff also take into account observations shared by parents and carers.

The Reception Baseline Assessment is carried out within the first four weeks of a child starting in Reception.

In 2021, the school participated in the NELI (Nuffield Early Language Intervention programme). The children benefited so much from the teaching programme for identified children that we are continuing the programme in 2022.

At the end of Reception, teachers 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 ('emerging')

The profile reflects ongoing observations and discussions among teachers working with the children. The results of the profile are shared with parents and carers.

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

7. Working with parents and carers

We pride ourselves on the positive relationships that we build with parents and carers, recognising that children learn and develop best when there is a strong partnership between home and school.

Teachers are available at the beginning and end of the day to liaise with parents and carers and they are also kept up to date with their child's progress and development via Tapestry.

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

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 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 Nursery and Reception classes have a high adult to child ratio to ensure the highest safety standards. There are paediatric and general first aiders within both settings.

We have rigorous health and safety and safeguarding procedures throughout the school. Training is revisited by all staff on at least an annual basis. Staff working in Early Years know to be vigilant and to listen carefully to all children, some of whom may be at the very early stages of communication.

We promote good oral health, as well as good health in general, in the Early Years by talking to children about:

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

We do not give out birthday sweets as part of our healthy eating and well-being approach.

Our whole-school safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Head teacher and Early Years Lead every two years.

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 2022 |
| 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 Visitors' 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 |