	Offley Endowed Primary School and Nursery	Reviewed – Apr 24	
Policy Title:	Early Years Foundation Stage (EYFS) policy	Review Date:	April 2026
		Users:	Staff, Governors Parents

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1. Aims

This policy aims to ensure:

- A learning experience that will provide a firm foundation for lifelong learning.
- Each child is enabled to develop as an individual and achieve their potential.
- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for a smooth transition and 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.
- That the curriculum provided is stimulating and exciting and enables children to follow their interests and fascinations.
- That children are supported to become confident, resilient, independent learners with high self-esteem.

Approved and Adopted by The Governing Body



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- That children understand their role in the wider community and are aware of diversity and differences and are respectful of these and in turn understand that they have choices are not defined by their culture, ethnicity, religion, ability or gender.
- That children are inspired by the natural world around them and show care and consideration for their environment.

2. Legislation

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

3. Structure of the EYFS

Our EYFS has a Nursery class and a Reception class. Children can join our Nursery the term after their third birthday in September, January or April.

The Nursery sessions are from 9am-12pm and 12pm until 3pm. 30 hours funded places are also available for those that qualify.

<https://www.gov.uk/30-hours-free-childcare>

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applied from January 2024.


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

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As well as closely following the learning and development requirements of the EYFS statutory framework, our curriculum uses guidance set out in 'Development Matters-September 2020 (revised in September 2023) and the aims, skills and knowledge of the curriculum is organised and sequenced in relation to the needs and interests of the current cohort of children in our EYFS at any one time.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. This will include planning of daily high-quality adult-led sessions and weekly planning of enhancements and provocations within the learning environment that will ensure quality child-initiated play, where children are excited and stimulated and can develop their own ideas and interests.

Staff will reflect on 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 will consider if specialist support is required, linking with relevant services from other agencies, where appropriate.

The learning environment, teaching and resources will be planned to make sure that they reflect diversity and promote positive attitudes about the differences between people. They will support children to realise that they have many choices which are not defined by their gender, ethnicity, culture, ability or religion and encourage respect for themselves and others.

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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.


The indoor and outdoor environment will reflect all areas of learning whilst capitalising on the opportunities that can be provided by these two specific learning environments. The outdoor environment in particular will be used to promote inspiration and wonder of the natural world and an understanding of the positive impact that children can have on the world around them.

As children grow older, and as their development allows, the balance will gradually shift towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Offley Endowed Primary School 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. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Staff in Nursery and Reception will also assess where children are in all areas of learning within these first 6 weeks.

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Children’s progress will continue to be formally reviewed and shared with leaders each term. This information will be used to ensure all children make continued progress and identify any children who may need further support.

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 (‘emerging’)

The profile reflects on-going observations and assessments based on the teacher’s professional judgement but should also take account of contributions from a range of perspectives, including the child, their parents and/or carers and other adults that work with the child. A short report, summarising the results of the EYFS profile, how the child learns and their next steps, will be given to the Year 1 teacher and discussed with them. Parents will also be provided with this report and an opportunity to discuss the results of the profile with their child’s teacher will be offered.

The profile is moderated internally with other EYFS teachers and practitioners and may be moderated in partnership with other local schools, 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.

Before joining school, children and parents are invited to visit the school to spend time in their classroom and meet staff. An induction meeting is held for all parents of Nursery and Reception children in the summer term before children start school in September.

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, alongside the class teacher, also helps families to engage with more specialist support, if appropriate.

Opportunities are provided to further involve parents in their child’s learning and inform them of the learning taking place in school. A reading meeting is held in the first term for parents of Reception children and home-school reading records provide regular contact. A half termly topic plan is provided for parents, so they know what their child will be learning. Learning links are provided on the school website and parents are sent regular updates of what their child’s class is doing. Parents are also encouraged to share what their children are learning at home through a ‘This is me’ sheet when they start at the school and through the school dojo messaging system.

Parents and/or carers are kept up to date with their child’s progress and development. Each term, parents are provided with a unique child summary which also includes their child’s next steps and are invited to discuss these with their child’s key person. Parents are also provided with regular opportunities to share their child’s learning journey. The EYFS profile at the end of their Reception year helps to provide parents and/or carers with a well-rounded picture of their child’s knowledge, understanding and abilities.



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7. Safeguarding and welfare procedures

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

The importance of a healthy diet

We also have a well-being week and promote the importance of positive mental health with assemblies, collective worship and PSHE activities. We enjoy a 'walk to school' week and an annual walk to Lilley.

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 our Early Years Leader and the headteacher every two years.

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

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 policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See medical conditions policy
Procedure for checking the identity of visitors	See child protection
Procedures for a parent failing to collect a child and for missing children	See child protection
Procedure for dealing with concerns and complaints	See concerns and complaints policy