



# New Hartley First School

## Early Years Foundation Stage (EYFS) Policy

### 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 Early Years Foundation Stage Statutory framework for Group and School based providers January 2024

[https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS\\_statutory\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

### 3. Structure of the EYFS

Within New Hartley First School we have a 26 place Nursery which operates as 30 hours or beginning and end of the week (15 hrs) and a 30 place Reception.

In the morning we run as separate classes and, in the afternoon, we work together as an Early Years unit.

Parents in receipt of 30 hours funding can choose to split where they use this funding.

### 4. Curriculum

Our Early years setting follows the curriculum as outlined in the 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

Achievements of these Prime and Specific areas of learning are underpinned by the Characteristics of Effective learning

- Playing and exploring
- Active Learning
- Creative and Critical Thinking

#### **4.1 Planning**

Good planning is the key to making children's learning effective, exciting, varied and progressive.

In line with whole school practice both Early Years teachers work together to produce 2 long term plans. These long-term plans feed into Medium Term plans. Discussions are held during weekly EYFS team meetings to share observations of children's play, capabilities, interests and needs to feed into individual weekly plans for the Nursery and Reception class.

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 the school SENDCO and 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.

#### **4.2 Teaching**

At New Hartley First School we do not make a distinction between work and play.

Each area of learning and development-both inside and out- 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 Year 1.

In line with whole school practice all children follow the Read Write Inc scheme to support their understanding and use of phonics. The whole school's mastery approach to the teaching of Maths begins in Nursery and continues into Reception with a focus on practical concrete experiences moving onto pictorial and abstract experiences when ready.

## **5. Assessment**

At New Hartley first School ongoing assessment is an integral part of the learning and development processes.

Assessment within the EYFS takes the form of observations and teacher/practitioner knowledge of the children.

When all children start in Early years staff carry out initial observations to form a baseline for each child. In addition, in Reception the children complete the Government Reception Baseline within the first 6 weeks.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and form the basis of data to be entered on a class spreadsheet alongside the Early Years Northumberland Passport.

This data is updated termly and followed by a progress meeting with the head teacher.

Practitioners also take into account observations shared by parents and/or carers. Some observations are stored using an electronic online journal using Tapestry.

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 (2)
- Not yet reaching expected levels ('emerging') (1)

The results of the profile are then shared with parents and/or carers.

## **6. Working with parents**

We recognise that parents and carers are a child's first educator and that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We will develop this working relationship between school and parents /carers as follows:

- Home visits for Nursery
- New starters meeting for Reception
- New starter Stay and play sessions
- Settling in Coffee mornings
- Half termly newsletters are sent out detailing the areas of learning and the overarching theme of the half term
- Parent consultations in first half of Autumn term to establish how a child is settling in
- Operate an "open door" policy that will allow parents/carers to discuss concerns and developments in an informal manner
- Use Tapestry as a form of non-urgent communication
- Hold termly Stay and play sessions to enable parents /carers to become familiar with teaching styles used at school so they can better offer support at home
- Hold a further consultation to discuss progress and next steps where appropriate
- A school report will be sent home at the end of each academic year.

## 6.1 The Induction Process

During the Summer term prior to starting school in September the following visits are conducted:

- Where possible staff will visit new Nursery children in their home.
- For both new Nursery and Reception children each child and their parent/carer will be invited to attend up to a Stay and play settling sessions
- All Reception children have a transition morning

When children start school in September:

- Nursery will have a staggered entry to ensure time for parents and children to feel happy and settled
- All children in Reception will start school full time in September. (Unless staff and parents feel a more staggered start would suit the child better)
- Parents are invited to a settling in coffee morning

## 7. Safeguarding and welfare procedures

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

## 8. Monitoring arrangements

This policy will be reviewed and approved by the governing body every two of years.

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

Updated	September 2024
Review date	September 2026
Head Teacher	Mrs Keri Dowdney
Chair of Governors	Ms Kim Ashby

## 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
Procedure for intimate care	See intimate care policy