



Hanbury CE First School

EYFS Policy September 2022

ADOPTED BY	HANBURY CE FIRST SCHOOL GOVERNING BODY
Governors' Committee Responsible	School Improvement Committee Statutory
Status & Review Cycle	Every Two Years
Staff Lead	EYFS Lead
Date of approval	November 2022
Review date	November 2024

Adapted from The Key model policy solicitor approved.

Our Vision...

Flourishing Through Love and Nurture

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the truth. 7 It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13: 4-7

We flourish because:

We are a family founded on love and nurture

We build resilience for life

We are outward looking

We celebrate every step forward

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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
- 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

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

Our early years setting consists of one class of 30 Reception age children. With the school hours 8.40-3.10.

4. 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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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, 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.

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.

4.3 Forest School

In addition to our immediate outdoor environment, we are able to utilise our Forest School site at the nearby Jinney Ring Centre on a weekly basis. This environment allows our children to grow in confidence, and enables them to discover their abilities without fear of failure and allows their independence to develop, whilst fostering strong relationships with their peers. We go on forest school all year round and have the opportunity to work with different materials and tools, and to experience the outdoors across the changing seasons and weather.

5. Assessment

At Hanbury CE First 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 but are not necessarily recorded. Staff facilitating learning will record remarkable moments in a child's learning and development. Teachers have termly progress meetings with senior leaders to share pupil progress, where discussions around the individual children take place.

Within the first 6 weeks that a child **starts 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
- Not yet reaching expected levels

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

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.

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.

Parents and/or carers are kept up to date with their child's progress and development. Through parents' evenings twice yearly and reporting on the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher supports parents and/or carers in guiding their child's development at home. They will also help families to engage with more specialist support, if appropriate.

6.1 Transition into Reception

When a child gains a place at Hanbury in Reception we ask the parents to attend an Information Evening at the school where they will get the chance to meet the Early Years Team and see the environments in which their child will be learning. In Reception, each child has the opportunity to attend settle sessions as part of our transition into school. We will also conduct visits to partnership pre-school establishments and other settings where possible.

6.2 SEND transition

At Hanbury First School we believe that all our children matter. We ensure that we meet the individual, learning needs of all our pupils through our excellent teaching and learning, providing differentiated work and a personalised approach. We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through an exciting curriculum.

For those pupils with additional needs individual transition plans will be arranged involving external agencies where necessary in liaison with parents, taking place over a longer period of time with increased shorter, settle sessions. Transition booklets are created for pupils including photographs of the setting, key areas and practitioners. Visual timetables are used in the Early Years and throughout school to support all pupils. Please see the school's SEND and Inclusion Policy.

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

Our safeguarding and welfare and child protection procedures are outlined in our Child Protection and Safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by School Improvement Committee every 2 years.

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

Linked Policies:

- Child Protection and Safeguarding
- Teaching, Learning and Assessment
- Marking and feedback Policy
- First Aid Policy
- Curriculum Policy
- Learning Environment Policy
- Behaviour, Anti Bullying and Exclusions
- Health and Safety

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 and First Aid policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	Fire 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