



Early Years Foundation Stage (EYFS) Policy

Spring 2022
(Updated Spring 2024)

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1. Aims

We aim to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.

2. Legislation

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

3. Structure of the EYFS

Our EYFS is structured around Nursery Foundation Stage 1 (FS1) and Reception Foundation 2 (FS1). We have an 80 place nursery, morning sessions for the statutory 15 hours and afternoon sessions for additional 15 hours, with a maximum of 40 in each session. Extra hours can be obtained in our wraparound provision Darby's. Refer to the Darby's policy for more details. In Nursery, in addition to a fully qualified class teacher, each child will be assigned a key worker during their first term. This is typically one of our highly skilled Teaching and Learning Support Assistants (TLSA). In our 3 form entry Reception, each class will benefit from a class teacher and a TLSA.

3.1 The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet and creative, for example.

Children have access to both the inside and outside areas across the day; this has a positive effect on the children's development. Nursery has its own outdoor classroom area as well as its own playground, complete with trim trail. We also offer Forest School in reception year and each Reception class has termly sessions over the course of the year. Reception has their own outdoor area which children have continuous access to. Being outdoors offers opportunities for doing things in different ways and on 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 both inside and outside.

4. Curriculum

Our early years setting follows the curriculum as outlined in the new 2024 statutory reformed framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 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'.**

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and develop 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.**

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

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.**

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

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 freely and purposefully to extend their learning.

4.2 Planning

In EYFS, we offer a community of lifelong learning - children and adults alike. High quality expectations for teaching, learning and conduct is established in EYFS and is consistently and clearly applied throughout the school.

Staff plan activities and experiences for children that enable them 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. The carefully planned and well-resourced curriculum help children to maximise their potential against the Early Learning Goals (Appendix B). This includes off-site visits and drawing on the resources of the local and wider community; the high value placed on EAD; a safe, high quality-learning environment - both indoors and outdoors, available throughout all seasons and weathers.

4.3 Observations

All EYFS staff use observations as the basis for planning. Staff 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 using the Evidence Me programme on our dedicated iPads.

4.3 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.

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 the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

The more general 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;
- 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.

6. Assessment

Reception Baseline Assessment

All reception children will be participating in the reception baseline assessment (RBA) within the first 6 weeks of starting reception. The purpose of the assessment is to provide the starting point for a progress measure that will help parents understand how well schools support their pupils to progress between reception and year 6. The RBA is a short, interactive and practical assessment children's early literacy, communication, language and mathematics skills when they begin school, using materials that most children at this age will be familiar with. It became statutory for all schools from September 2021.

Assessment at Dorridge

At Dorridge, ongoing assessment is an integral part of the learning and development processes. During the first term in Nursery and Reception, the teacher assesses the ability of each child for their baseline assessment. 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.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage.

We record each child's level of development against the 17 early Learning goals as Emerging or Expected. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher keeps progress records using Evidence Me and records examples of each child's work. We share pupil progress with parents at each parental consultation meeting.

Tracking grids are updated at the end of each term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be On Track or Not on Track within the Development Matters age-bands.

At the end of the final term in Reception, we send a summary of these assessments to the Local Authority (LA) for analysis. In readiness for KS1 National Curriculum beginning in Year 1, these assessment outcomes are as shared with the child's next teacher. We share this information with parents in the end-of-year report, alongside the Early Years Profile.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress over the year.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents.

Parents are kept up to date with their child's progress and development. We hold 2 Parents evenings (one in the Autumn Term and one in the Spring Term); provide monthly shared observations and an end of year report and the EYFS profile. We aim to provide parents 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 approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners.

In FS1 the key person is one of the classroom assistants. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. They will of course work in close partnership with the class teacher who plans, teaches and also reports and holds parent's evenings.

In FS2 the key person is the Reception class teacher. They work in close partnership with the class teaching assistant and both the Deputy Head Teacher and Early Years Lead.

7. 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.

Starting Nursery and Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Foundation Stage curriculum. This is also an opportunity for staff to:

- Introduce and explain how we teach and deliver the curriculum;
- Explain 'School Readiness' (Appendix C);
- To go through the school handbook;
- Introduce the uniform, PE kit and school dinners/ free school meals;
- Explain about holidays and absences;
- Run through the arrangements for the gradual induction into reception.

Nursery- children and parents are invited to attend a 'Stay and Play' sessions during the first week of the Autumn Term. Children will then be allocated a starting day and introduced to their child's Key Worker.

In Reception, children new to the school are given three opportunities to meet their new class teacher and other children in their class. They will spend a morning in their new class. Parents can stay for the first session and leave their child during the others.

This means that before they join their new class the Reception environment is already a familiar place to them. Children who already attend the Nursery will experience many transition activities designed to prepare them for their Reception year.

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 taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy found on the website.

9. Monitoring arrangements

It is the responsibility of those working in Nursery and Reception to follow the principles stated in this policy. The Head of School, Senior Team and EYFS Leader will carry out monitoring of EYFS as part of the whole school monitoring schedule. This policy will be reviewed and approved by the Head of School every 2 years. At every review, the policy will be shared with the governing board.

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

Statutory policy or procedure for the EYFS	In Policies Folder on the work drive and EYFS Lead Folder.
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
	Intimate Care Policy

All policies can be found on the School Website.

Appendix B. EYFS Curriculum Profile

[Early Years Foundation Stage profile handbook](#)

Appendix C. Dorridge Primary School 'School Readiness' Statement

School Readiness

What is school readiness? The EYFS provides a general definition of school readiness; this term can be widely interpreted. The EYFS defines school readiness as...

'The broad range of skills, knowledge and attitudes children need as foundations for good future progress.'

(Statutory Framework for the Early Years Foundation Stage, page 4).

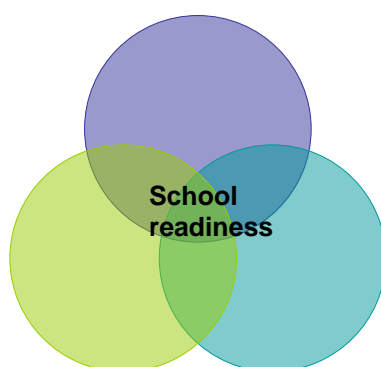
Dorridge Primary School adopts UNICEF's description of School Readiness as consisting of three pillars –

- ***Children's readiness for school***
- ***Family's readiness for school.***
- ***School's readiness for children***

Together, these pillars maximise each child's likelihood of success as they progress through their time in school.

We believe that...

Children are 'school ready' when they are resilient and confident, with a keenness to learn and have effective personal and social skills.



School readiness not only refers to the attributes of a child but also the roles and responsibilities of families, teachers and practitioners in ensuring children are ready and able to access learning as they enter school and beyond.

Children's readiness for school – pre-requisites for effective early learning

From a child's point of view, they will:

- Be excited, enthusiastic, curious and confident about learning
- Be resilient and ready to take on all that is on offer
- Ask questions, take risks and find solutions
- Feel safe, secure and cared for
- Know that they are at the forefront of the adult's mind.
- Feel that the contributions they make are valued and respected
- Have a broad range of knowledge and skills gained through everyday experiences
- Be active and healthy
- Feel that their efforts will be recognised and celebrated
- Be comfortable to communicate their thoughts, ideas and needs in their own way.
- Start to develop an awareness of their own emotions and behaviour as well as being able to reflect upon them
- Be independent by using self-care skills
- Start to develop their turn taking and co-operative skills
- Be comfortable in approaching others

Families and, in particular, parents - Enabling children to be 'school ready'

From a family's point of view this means:

- Recognising that you are your child's most important role-model.
- Having fun with your child: playing, talking and sharing together regularly and frequently.
- Using everyday experiences as learning opportunities and giving your child opportunities to take the lead.
- Doing familiar and different things together and showing your interest in discovering new things.
- Encouraging your child to try out their ideas and different ways of doing things.
- Celebrating your child's achievement in language development – singing songs, nursery and finger rhymes and making time for talk.
- Supporting your child's self-help skills so that they learn to do things for themselves.
- Recognising and talking through your child's feelings and different emotions.
- Providing other opportunities for your child to develop independence skills.
- Allowing enough time for relaxation, rest and play.
- Providing opportunities for your child to meet and relate to others including adults beyond close family and friends so that they positively experience socialising, sharing toys and turn taking.
- Establishing a good sleep routine.
- Reading with and to your child, everyday if you can.
- Involving your child in getting to know their school before starting.
- Seeking professional advice and guidance, particularly in terms of health related matters.
- Ensuring your child is as active and healthy as they can be.
- Providing meaningful opportunities for your child to experience that not everything happens at once and on their demand.
- Promoting children's independence skills by giving them choices.

Schools role in school readiness:

Prior to and upon entry to school and teachers will:

- Demonstrate professional respect by communicating and sharing information about every child's unique transition journey.
- Demonstrate high expectations for each unique child by providing challenge, promoting resilience and raising aspirations.
- Enthuse, engage and motivate all children and allow them the opportunity to make decisions, giving them the confidence to learn.
- Operate in the best interests of the child and adapt practices when necessary.
- Establish positive relationships and effectively consult with parents.
- Share ideas about how to support children's development and learning with parents, including home routines.
- Assign every child a key person and inform each family of what this role will mean for them.
- Understand the different stages of child development, how these relate to each other and how to plan developmentally appropriate responses.
- Track individual children's progress and share outcomes with all relevant partners.
- Celebrate successes widely, especially with families.
- Respect and respond to the children's backgrounds and circumstances.
- Provide appropriate continuity of care.
- When planning activities and teaching children as they first arrive into school, recognise, record and respond to the different ways that children learn and reflect this in their provision and practice.
- Consider the changing school readiness needs of children as they enter different phases of their education.

Resources and references:

The Statutory Framework for the Early Years Foundation Stage (2021)

Development Matters in the Early Years Foundation Stage (2021)

Conducting Early Years Inspections – Guidance for inspecting registered early years provision required to deliver the Early Years Foundation Stage (July 2012 Reference number:120087)

Evaluation schedule for inspectors of registered early years providers (July 2012 Reference number:120086)

All About Transitions (Hampshire County Council, 2010)

Parents as Partners (Hampshire County Council, 2011)

Every Child a Talker:<http://webarchive.nationalarchives.gov.uk>

Keep on Talking: <http://www3.hants.gov.uk/childrens-services/childcare/providers/kot.htm>

Inclusion Development Programme: <https://www.education.gov.uk>

The Foundation Years: Preventing Poor Children Becoming Poor Adults. Field, Frank (201)

Early Intervention Next Steps. Allen, Graham (2011)

3 Pillars of School Readiness www.unicef.org

School Readiness App:

<http://www.nurseryworld.co.uk/news/bulletin/nurseryworldupdate/article/1146646/?D&CMP=EMC-CONNurseryWorldUpdate>

Information for parents in supporting their children: <http://main.zeroto3>