

BUSHBURY HILL PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



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Contents

1. Our vision statement & values.....	2
2. Aims.....	2
3. Legislation	2
4. Structure of the EYFS	3
5. Curriculum.....	3
6. Assessment	Error! Bookmark not defined.
7. Working with parents	5
8. Safeguarding and welfare procedures.....	6
9. Transitions.....	6
10. Monitoring arrangements.....	7
Appendix 1. List of statutory policies and procedures for the EYFS.....	7

1. Vision Statement

At Bushbury Hill Primary School, our vision is for every child is to be inspired by an enriching and challenging learning journey that is enjoyable and relevant for the future. We want our children to become confident and caring individuals, who work hard and become life-long learners, so they aspire to be the best they can be, in everything they do.

The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills, social skills and cultural awareness.

Our School Motto is: **'To Be the Best That We Can Be'**

Our Values

Our school vision is underpinned by our five core values.



2. 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

3. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

4. Structure of EYFS

At Bushbury Hill Primary School, we have an early years unit with children attending from age 3 to 5 years. Our early years provision includes a 26 place Nursery for 3 and 4 year olds and a Reception class for 30 children.

Children can start school in our Nursery in the term after they turn 3 years old (Autumn and Spring term admission only). Applications for Nursery admission are to made directly to the school. Applications for Reception admission are allocated and managed by the Local Authority.

The Nursery session runs from 8.40am – 12pm and the school day for all Reception pupils (unless a support plan is in place) is 8.35am to 3pm.

5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021 and the Development Matters non-statutory curriculum guidance.

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

As children move through the EYFS and become more secure in the prime areas, the four specific areas listed below, are developed in line with children's individual needs.

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning and Teaching

Our staff plan a creative, inspiring and challenging curriculum that educates in knowledge, skills and understanding. It has been designed, tailored and enhanced specifically for the Nursery and Reception children at Bushbury Hill Primary. It allows flexibility so that a child's unique needs and interests are supported. The curriculum is delivered using a play-based approach, and during children's play, early years practitioners play alongside to challenge children further.

Children experience the 7 areas of learning through a balance of whole class, group teaching and carefully planned activities. Learning and play is planned to support social skills, language development as well as early reading, writing and mathematics, with ample opportunity for child-initiated activities. Through well-chosen texts, visits, and experiences, children are provided with exciting opportunities to apply their learning in real life contexts and make links with the community around them as well as the wider world.

Children have access to an enriching environment both inside and outside the classroom, allowing children to move their learning between these two areas as much as possible. We believe it is important for children to experience as much time as possible learning outside. Our well-resourced outdoor learning environment encourages children to take calculated risks, explore the natural world around them and embed core learning in a playful way.

6. Assessment

At Bushbury Hill Primary, 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. All practitioners are expected to show an understanding of what the pupils know and can do, and what their next steps in learning are. They regularly discuss this with leaders to ensure the needs of all pupils are met, adapting timetables, the environment and planning to ensure we continue to be ambitious and supportive for all pupils. Staff work with the pupils' previous EYFS setting to gather details of their learning journey and assessments so far.

Reception Baseline Assessment (RBA)

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 ('emerging')

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 through collaborative school moderation, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority, and we fully take part in their moderation process, including the voluntary moderation.

WellComm (Speech & Language Screening)

This assessment uses a traffic light system that identifies children requiring immediate intervention, as well as those who show potential language difficulties. The system bands children by placing them into one of three categories:

- Red: Consider referral to a specialist service for further advice/assessment
- Amber: Extra support and intervention required
- Green: No intervention currently required

7. Working with Parents

We are here to support all members of our community, and it is important to us that we build positive relationships with parents and carers as they begin their journey with their child through our school. We believe that this partnership helps to encourage children to be the best that they can be, to reach their full potential, from a varying range of starting points.

We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways. Parent/carers can be involved in a variety of ways.

- We offer workshops and parent events throughout the academic year which will support the children's learning and provide opportunities for parental involvement.
- We will ask you to keep us updated with any wonderful achievements your child makes at home using Class Dojo. This may include sharing photos, videos or messages about learning, significant life or mile stone events.
- School and parent contact will be face to face when at school or through Class Dojo and home learning.

We keep parents informed through half termly newsletters and our school website.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

8. Safeguarding and welfare procedures

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We believe children learn best when they are healthy, feel safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

The class teacher is responsible for the pastoral care of each child as well as the academic side of school life.

We have stringent policies, procedures, and documents in place to ensure children's safety and all safeguarding and child protection concerns will be reported to the Designated Safeguarding Lead and procedures followed in accordance with the School's Child Protection and Safeguarding Policy.

Named members of the Early Years teaching team are qualified in Paediatric First Aid. Medication will be kept well out of reach of pupils and administered in accordance with the Medicines in School Policy.

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

9. Transitions

At Bushbury Hill Primary we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children, therefore we have established a strong set of procedures for transitions to be smooth as possible.

All children starting in our Nursery have home visits prior to their child starting Nursery. This gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child.

In addition to this, all new Nursery and Reception children are invited to attend a play and stay session, along with a parent/carer within the EYFS to allow them to meet the Early Years staff and get familiar with their new surroundings. Children coming from different settings to our Reception class are visited, where possible, by the Early Years Co-ordinator and their progress and development shared by their previous Nursery key worker.

Children moving up from our Nursery to Reception class, throughout the whole year, when taking part in child-initiated learning, can access provision across many areas of the EYFS, so helping to create a seamless transition as they have already had the opportunity to work

closely with all Early Years staff. In the summer term before they start Reception, children from our Nursery will also get to spend two mornings with their new Reception teacher and staff.

Throughout Early Years, we have a staggered intake to ensure that children who need extra Support are given time at each start date to settle in.

In the summer term, all our Reception children visit their new Year 1 teacher on two occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development against the Early Learning Goals to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

10. Monitoring arrangements

This policy will be reviewed and approved by the Early Years co-ordinator every 2 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 and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical needs 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