

Old Clee Primary Academy

'Inspired to Believe, Learning to Succeed'

EYFS Policy



Approved by: Head Teacher

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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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2024.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At Old Clee Primary Academy, we provide education for children aged 3 and above in our Nursery and Reception units.

Our Nursery is open during term time only and operated between 8.30am and 11.30am for the morning session, and 12.15pm to 3.15pm for the afternoon session. Children are able to access the Nursery on either a 15 hour basis (mornings or afternoons) or a 30 hour basis (from 8.30am to 3.15pm with lunch between 12.00pm and 12.30pm). Our Nursery is non chargeable as long as the child is eligible for funding from the LA. We do not charge for lunchtime provision for the full time children, however morning club and afterschool club (8am to 8.30am and 3.15pm to 4.15pm) are chargeable/bookable online.

Our Reception is open in line with the rest of the Academy. Children are welcomed in for a rolling start to the day from 8.30am. The school day ends at 3.15pm. Children are able to attend morning and afterschool club (8am to 8.30am and 3.15pm to 4.15pm) at a cost and are chargeable/bookable online for Reception children only.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 Areas of Teaching and Learning 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 sections.

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 3 prime areas are:

- Communication and language - Listening, attention and understanding - Speaking
- Physical development - Gross motor skills - Fine motor skills
- Personal, social and emotional development - Self-regulation - Managing self - Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- Literacy - Comprehension - Word reading - Writing
- Mathematics - Numbers - Numerical patterns
- Understanding the world - Past and present - People, culture and communities - The natural world
- Expressive arts and design - Creating with materials
- Being imaginative and expressive

Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

It is our aim that children leave the EYFS with:

- a positive 'can do' attitude to learning
- a willingness to take risks and make mistakes
- high levels of engagement in a task where they can practise and build up concepts, ideas and skills
- perseverance
- a love of learning
- ideas of their own, that they can plan and follow through
- an ability to express fears to relieve anxious experiences in controlled and safe situations

4.1 Planning

Our 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.

In Reception, staff plan each half term based on a topic – e.g. Winter, People who help us, using engaging texts to hook children and develop their understanding of the world. Staff also enhance planning/activities through children's own interests.

Cultural capital experiences are planned into each term, such as Jack and the beanstalk – making magic bean soup to bring each topic to life, People who help us – Emergency Services visitors.

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.

During child-initiated activities children have access to a large, inviting and well-resourced learning area. Children develop their gross motor and problem-solving skills using their "mind and muscles".

The Read Write Inc phonic scheme is introduced in Nursery in Summer term and continued in Reception with daily phonic lessons, where children are set in ability groups.

Reception use Talk for writing to develop a love of reading and storytelling. Children are given the opportunity to act out stories using props/actions and story maps. A daily literacy lesson develops children's reading and writing skills.

Reception follow the Mastering Number maths scheme which develops a deep understanding of number and mathematical concepts. The scheme is very practical and engaging.

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.

5. Assessment

At Old Clee Primary, ongoing assessment is an integral part of 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.

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 we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious and supportive for all pupils.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA).

Each term Reception staff assess children against all 17 areas – below, emerging or expected.

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, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Before children start in Early Years teachers meet with parents/carers. Nursery undertake home visits to gather information on the children. Reception invite parents/carers into school to learn about the children.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Reception parents/carers receive an outline of their child's Baseline assessment.

In Early years teachers are always available on their classroom door at entry and collection to speak to parents needed. Home school books are used as a method of communication between class teacher and parent/carer when needed. These are sent home daily.

In Nursery, 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 also helps families to engage with more specialist support, if appropriate.

Nursery and Reception use Tapestry, an online learning journal, to share WOW moments from school with parents and carers. Parents can also send their WOW moments or news through Tapestry for the children to share with their teachers and peers.

In Reception, children take home a weekly fun homework activity linked to the current topic, a reading activity/book linked to their phonic ability and a sharing book. Talk for Writing story maps are also shared to encourage the children to retell the story at home. Each half term, children are encouraged to create a 3D model linked to their current topic.

A half termly newsletter is sent home and added to the school website. This shares with parents/carers what the children will be learning about each half term.

Details of learning and celebrations are updated on the school website regularly.

Across the year, parents are invited in to school to take part in workshops such as Phonics and maths.

Parents evening takes place twice during the academic year, where staff feedback on children's progress and interests at school. End of year reports are shared with parents, reporting on their progress and achievements. Parents/carers have the opportunity to discuss any aspect of the report with the class teacher.

7. Transition

At Old Clee Primary Academy we work closely with the local pre-schools to ensure that we have detailed information about the children prior to them starting school. The Early Years Leader liaises with the pre-schools in the summer term prior to the children starting school. Early Years teachers and the Early Years Leader meet with all families during the summer term and the children are then placed into classes following these visits.

As the children prepare to enter KS1, the Year 1 teachers observe the children in the Early Years setting during the summer term. The Early Years teachers also meet with the Year 1 teachers to discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1. These discussions help the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children will also spend time with their new teacher in the Year 1 classroom.

8. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:

Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
- For all other classes, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. We usually require the majority of staff in our EYFS settings to be PFA trained. For any other medical needs for individual children (such as epilepsy or diabetes) staff in the provision are trained accordingly before the child starts at the provision. The PFA certificate is renewed every 3 years as required and other training is renewed as required.

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
- Healthy eating and a balanced diet
- The importance of regular exercise/physical activity
- The importance of a good night's sleep
- The importance of drinking plenty of water

We also promote being safe at different places/times of year:

- Sun safety in Summer
- Fire safety – Autumn (Bonfire night)
- Water safety
- When to use the Emergency Services

Nursery have introduced supervised tooth brushing. We follow [Public Health England guidance on supervised tooth brushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our Academy's Safeguarding and Child Protection Policy.

9. Monitoring arrangements

This policy will be reviewed and approved by Debbie Richardson, Head Teacher, annually.

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 Safeguarding and Child Protection Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Medical Policy – Supporting Children's Needs
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Policy

Ratification

Date ratified by the Head Teacher: March 2025

Date of last review: March 2025

Next review date: Spring 2026

Signed by Head Teacher: Miss D Richardson

Date: 19th March 2025