Twin Oaks Primary School

EYFS Policy

The school where everyone is valued and all succeed.

Governing Body with Responsibility	Quality of Education Committee
Agreed by Governors on	15/7/26
Chair's Signature	Katherine Willerton
Staff Member Responsible for Review	EYFS Lead
Date for Review	July 2028

Contents

1. Aims

2. Legislation

3. Structure of the EYFS

4. Curriculum

5. Assessment

6. Working with parents

7. Safeguarding and welfare procedures

8. Monitoring arrangements

Appendix 1 List of statutory policies and procedures

"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

(Development Matters Sept 2020)

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Twin Oaks Primary School Primary School, children are usually admitted to Reception in the September following their fourth birthday. Early childhood is the foundation on which children build the rest of their lives. At Twin Oaks Primary School Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

1. Aims

This policy sets out how we aim to provide:

- A happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school

- A broad and balanced curriculum which builds on children's interests and experiences, giving them the broad range of knowledge and skills needed for good progress through school and life and enable choice and decision making, fostering independence and self-confidence

- Understanding and valuing what each child can do, assessing their individual needs and helping each child to progress

- A strong partnership with parents and carers to build a strong partnership in supporting their children

- A caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs

2. Legislation

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

3. Structure of the EYFS

We have one Reception class in our EYFS. Children are admitted through the LA admission procedure.

4. Curriculum

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skills across a number of learning areas. They require a balance of adult-led and child-initiated activities in order for most children to reach the levels required at the end of EYFS.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships, and thrive.

The three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific areas:

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

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and attainment within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

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'.

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

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.

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.

Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The class teacher uses the national schemes of work, where appropriate, to support their planning for individual children. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is based upon themes with discrete phonics, maths and reading directed teaching. However, planning, which is based upon a different topic which is identified as vehicle of interest to deliver the children's next steps in learning, also must respond to the needs, achievement and interest of the children. Our medium-term planning identifies the intended learning and provides a rich and diverse curriculum which works towards outcomes in line with the Early Learning Goals.

Teaching

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. We see our Early Years staff as "co-adventurers".

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on maths, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day. We want our children to develop of lifelong love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We make sure there is

always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision.

In Reception every child has their own book bag and will have the opportunity of selecting a story book to take home for enjoyment. Once a child is able to identify sounds and are ready to blend, they will also take home a levelled phonics books to practise and apply what they have learned in class. In school they will share the levelled book with an adult on a one to one basis. These books will be changed at least once a week on a weekly basis.

5. Assessment

At Twin Oaks Primary School, during the first six weeks in reception, staff assess the current attainment of each child using a 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 throughout the year of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage take the form of both formal and informal observations and through planned activities. We may do this through discussions, one to one activity and focus group tasks.

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 and their next teacher.

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.

Parents receive an annual written report that offers detailed comments on each child's holistic progress across all areas of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We share the reports and send them to parents in early July each year.

6. Working with parents

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

✓ Making contact with parents/carers before their child starts school at our parent walkabouts, induction sessions, welcome packs and nursery visits.

✓ Inviting parents/carers and children the to attend 'Stay and Play' sessions.

✓ Carrying out home visits to get to know parents/carers and children before they start Reception

✓ Inviting the children for a period of mornings plus lunch time to ease transition into full days at school.

✓ Inviting parents to phonic and reading workshops to see how their children will begin learning and how they can support them.

✓ Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.

✓ Written contact through reading records and weekly newsletters.

✓ Sharing photos, updates and 'wow moments' on our class web page

✓ Sending home class overview letters for parents to be aware of what is being taught each half term

✓ Offering three, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.

✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.

✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.

✓ Invitations to a range of activities throughout the school year such as class assemblies, workshops, Christmas productions and sports day etc.

✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers, attending trips etc.

7. Safeguarding and welfare procedures

'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.'

(Statutory Framework for EYFS 2014)

At Twin Oaks Primary School Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

- To provide a setting that is welcoming, safe, and stimulating, where children can grow in confidence.
- Promote good health (oral hygiene)
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.
- Ensure that the setting, furniture, and equipment is safe and suitable for the purpose it was intended for.

The rest of our safeguarding and welfare procedures are outlined in our suite of safeguarding policies which have been written in accordance with 'Keeping Children Safe in Education' We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

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. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by inviting in local dentists and talking to the children about:

- The effects of eating too many sweet things

- The importance of brushing your teeth

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Lead every two 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 the school's Safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditionspolicy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy