



QUEEN VICTORIA PRIMARY SCHOOL

Government Statutory Policy

Early Years Foundation Stage (EYFS)

Policy Number:	Gov Stat 15
Approved by:	LGB Meeting 22 nd November 2023
Next review due date:	October 2025

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
- Close partnership working between practitioners and with 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 2023 Statutory framework.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

3. Structure of the EYFS

Our Early Years consists of:

- 52 morning places and 52 afternoon places in Nursery which includes provision for both 15hrs and 30hrs. 15 hr morning places are allocated to Nursery 2 children and 15hr afternoon places are allocated to Nursery 1 children, with 30hr children staying all day.
- 60 full time places in Reception

Our Nursery department is led by a qualified teacher, who is also the team leader, supported by teaching assistants ensuring an adult to child ratio of 1:13 for 3- and 4-year-olds. We offer 30-hour provision for children whose parents are eligible under the government funded scheme. These children are in the setting all day. We have two trained DSL's based in the EYFS unit and they take the lead on safeguarding concerns and ongoing issues that arise.

Reception children are split into 2 classes, each being led by a teacher. There are three level 3 teaching assistants, and an Early Years Professional that work across Reception. Reception is also led by a team leader.

The team leaders for Nursery and Reception work closely together to oversee the practice in all areas of the EYFS - they both have a full-time teaching commitment and work closely with the Deputy Head Teacher who has overall accountability for Early Years.

4. Curriculum

Our setting follows a curriculum that encompasses the Statutory Framework for Early Years, Development Matters, Birth to 5 Matters and the needs of the children in our setting.

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 our youngest children as they provide key skills on which children can build, apply and transfer when accessing the rest of the curriculum.

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

We also consider the characteristics of Effective Learning and a focus on these runs alongside the 7 areas of the EYFS.

- Playing and exploring
- Active learning
- Creating and thinking critically

4.1 Planning

In all areas of our unit, staff set up continuous provision to ensure that all skills and areas of development are catered for. Children are taught and encouraged to access these areas independently using their imagination, interests, and previous knowledge to decide on the focus for their play. In response to the children's interactions and choices, staff will then consider daily what enhancements need to be made to the provision, to ensure that there is an ongoing level of appropriate challenge, while meeting the interests of the children.

Staff deliver lessons and focus sessions for children that enable them to develop and learn effectively in all 7 areas of learning. Staff focus on the skills that need to be developed in order for children to take the next steps in their learning. Staff understand that these skills need to be progressive and use their knowledge of child development to support and challenge children. Staff plan a range of 'real-life' experiences to develop children's knowledge of the world around them and allow them to apply their new skills and vocabulary in everyday contexts.

Staff also take into account the individual needs, interests, and the progress made towards age-appropriate milestones for each child in their care, and use this information to plan a challenging, stimulating, and relevant 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. Children who are identified as SEND will have a personalised ITP for their areas of needs. This is reviewed termly by the teacher and SENDCo.

Staff will support children working below the expected level for their age with carefully planned targets and interventions. These are reviewed regularly to ensure they are appropriate and efficient. Where necessary, children in Nursery will be able to access EYIF funding to support their emerging needs.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Lessons and focus activities are differentiated and scaffolded to support all children.

We follow the Little Wandle for Letters and Sounds programme across school. This begins in Nursery with short daily sessions and then progresses to daily phonic lessons in Reception. Extra catch up and keep up is given to children daily to support any new learning and reduce any gaps forming, in their knowledge.

4.2 Teaching

All children in the setting have the opportunity to access learning in both the indoor and outdoor environment each day. The areas are set up and enhanced to ensure that children are able to independently access learning in a variety of ways which encompasses a range of skills and knowledge.

Skills are developed in each area of learning through purposeful and carefully planned, play based activities supported and enhanced by practitioners' interaction, in an enabling environment. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children develop and move through the early years, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, in preparation for Year 1. In Reception, children have Shared Reading, Literacy and Maths focused sessions where skills and knowledge are taught following our personalised curriculum document to ensure clear progression.

5. Assessment

At Queen Victoria Primary School, ongoing assessment is an integral part of the learning and development process. Staff interact with pupils to identify their level of achievement, interests and learning styles. These interactions are used to shape future planning. Practitioners also take into account information shared by parents and/or carers.

Staff meet on a weekly basis to discuss the children in the setting and whether they have achieved the learning objectives and skills linked to the activities and experiences during each block of learning. Children are identified and targeted if they are not yet working at the expected level. Staff will plan and cater for the needs of these children.

Staff record the children's learning experiences in floor books. These contain a range of evidence types, collated by the staff and children together. Staff attend regular network meetings where samples of work are shared and discussed.

Every term, a child's key worker makes a summative assessment for each child, against the 7 areas of learning and these are recorded on the school's assessment system, Sonar. Staff state whether they feel a child is on track to achieve the expected end of year milestones. This information is analysed and used by staff at all levels, including senior leaders, to plan for next steps and monitor the achievement of all children.

Parents and/or carers are kept up to date with their child's progress and development. Parents are informed of their child's attainment in October and February at Parents meetings. In July, a full written report is produced for each child, which indicates whether a child is working at age related expectation or not.

At the beginning of Reception, the teaching staff will complete the statutory baseline assessment with each child that is eligible, as well as an in-house baseline that runs alongside this. Nursery also baseline every child as they enter the setting against all the areas. This then supports the adults in knowing the child's start points against the EYFS curriculum.

At the end of the EYFS (Reception year), staff complete the EYFS profile for each child. Pupils are assessed against the EYFS statutory Early Learning Goals, indicating whether they are meeting the level of development expected at the end of the EYFS (expected) or not yet reaching this level (emerging).

6. Working with parents/carers

We inform parents of the learning that is planned through half term curriculum newsletters in Nursery and Reception. Parents/carers are encouraged to communicate and share 'WOW moments' that take place outside of school and children are given home learning activities to complete with their adults. We also send books for children to share at home, which supports the phonics work completed in school. We hold workshops to support and enable the children's key adults to encourage their child's development at home and support them in their learning.

Where a child has a specific need, they will meet regularly with their child's teacher and the school SENDCO to ensure that progress towards the ITP is being made, and a consistent approach is in place.

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

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Head Teacher every 2 years.

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

9. GDPR – Personal Data

This policy is collecting personal data and accordingly adheres to the principles of data protection law. Further information on the lawful basis of using personal data can be found in the school's privacy notices. The personal data obtained will also be managed in line with the school's data retention policy. For further information, please refer to the school's data protection policy."

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 Conditions Policy
Emergency evacuation procedure	See School Evacuation 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