

Northlands Primary School & Nursery



Early Years Foundation Stage (EYFS) policy

Ratified at the Full Governing Board meeting on 4.12.24

Signed _____

Due for review: Every two years

1. Aims

At Northlands, we believe a good early education is the foundation and learning to be hard working and ambitious is the key to success. We are committed to encouraging, supporting, and challenging our pupils from their first years at school to ensure they meet their full potential. We make sure our curriculum is fit for purpose and meets the needs of the children; careful consideration is given to ensuring that resources and opportunities available for the children are suitable for their stage of development, encourage independence and provide challenge. We recognise how quickly children of this age develop and closely monitor individual progress so that knowledge and skills can be nurtured; ensuring each child is 'ready' for Year One and beyond. ('The Statutory Framework for the Early Years Foundation Stage.' DfE March 2014). We work closely with children and their families to recognise specific interests and abilities and support healthy development and learning in a fun and welcoming environment.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. At Northlands Primary School and Nursery children can join nursery in the term after their Second birthday and join Reception for a bold start to their education at the beginning of the school year in which they are five. With a generous staffing cover we aim to support children to make the best start possible to their education.

Our aims are :

- To prioritise language and literacy- as the cornerstones of learning; we ensure that sufficient time is given to developing children's spoken language.
- To put reading at the heart of our provision. Listening to stories, poems and rhymes feed children's imagination, enhance their vocabulary and develop their comprehension skills.
- Reading to an adult one to one and shared reading are both strategies we use, along with word box checks as part of the Jolly Phonics scheme.
- We attach great importance to the teaching of number in building children's fluency in counting, calculating, comparison, problem solving and subitizing.
- Securing children's personal, social and emotional readiness to learn is paramount; including resilience, perseverance, concentration, the ability to listen, to take turns and cooperate.
-

2. Legislation

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

3. Structure of the EYFS

In planning and guiding children's learning, we consider the characteristics of effective learning (CoEL)

Playing and Exploring

Children investigate and experience things, and 'have a go'

Active learning

Children concentrate and keep trying if they encounter difficulties, and celebrate achievements

Creating and thinking critically

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These CoEL are at the foundation of what we do on a day-to—day basis to ensure that children become curious, effective, and resilient learners.

Our Nursery building is a purpose-built standalone building with a large garden. We have Three rooms with capacity for up to thirty pupils each. We run one room as sessional, with either a three-hour morning 8.30-11.30am session, or afternoon 12.30-3.30pm session available. The second room is managed for our all day (30 hour) funded children. Parents can pay for top up sessions if they can only receive fifteen-hour funding if we have the spaces available. Children can start the term after they turn two. Our all-day children bring a packed lunch and eat in their room.

The Reception Provision comprises three classes of up to 30 pupils each, in parallel, opening on to one large, shared garden area. The extensive climbing equipment gives opportunities to develop their gross motor skills which in turn supports fine motor development and eventually good pencil control. Also in the garden are opportunities to develop language through role play and social skills.

The balance of formal learning and purposeful play will gradually increase as the children progress through the year. This allows the children to develop the skills required to be independent and resilient learners.

4. Curriculum

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. 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 5 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design
- Personal, Social and Emotional

4.1 Planning

Our curriculum is carefully planned in line with EYFS requirements which include the interconnected seven areas of learning and development. There is a carefully balanced mix of whole-class teaching, small group teaching, partner work and play. Sufficient direct teaching time is given each day to develop reading, writing and maths with frequent opportunities to practise these skills.

In Nursery, typically we need to develop our children's communication skills. To this end, we provide a balance of input with formal teaching of skills, for example phonics is taught systematically, according to the Jolly Phonics scheme. Play activities are key to encouraging conversational language and discussions can be actively promoted and encouraged, and vocabulary naturally extended. This balance is achieved with staff carefully deployed and trained, during child initiated continuous provision, to extend learning primarily through purposeful shared engagement. It is necessary to invite children to adult-initiated activities to assess and develop their strengths and needs in specific ways. These can be 1:1, paired or small group activities and, where possible, are brief and linked to children's interests.

In Reception we carefully plan to gradually increase the application of their phonic knowledge and increase stamina to write using the correct cursive letter formation and be creative independent writers. In Numeracy we aim to teach children greater depth at understanding applying and problem solving.

Staff also consider 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.

4.2 Teaching

Nursery

Play is an important part of the curriculum as it's a natural and practical way of children making sense of themselves, others and the world around them. It is a vital tool for teaching and learning. Through their play, children develop a range of skills and knowledge by exploring, experimenting, innovating, and negotiating. The adults in Nursery enter

children's play to challenge, question and model in engaging interactions. Learning through play can be directed or undirected and can be inside or outdoors. Adults can direct learning within these opportunities to successfully support and challenge individuals and groups. At Northlands Primary, we believe that play is a powerful tool and is essential for teaching and learning.

Reception

In Reception the teaching style is more formal with a bold start. Children are supported to be immersed in all aspects of school life right from the beginning. Lessons are carefully planned through the year to promote confidence and independence. With a higher-than-average number of staff available, assessments find the gaps in learning, and support individuals to fill them. Lessons focus on different topics with engaging practical themes to engage all learners.

Jolly phonics is systematically taught to build phonic knowledge and support children's reading and writing development.

In Mathematics the White Rose scheme is used with adaptations to make it relevant to the specific cohort of children. The KIRF (Key Instant Recall Facts)is taught to embed the mathematical skills needed in line with expectations in every year group.

Other lessons are provided by specialist coaches ie P.E, Music and Art.

Reception children also attend Forest School led by a trained Forest School Leader where they learn to take risks safely, challenge their physical abilities, explore the natural world develop their social skills and communication.

5. Assessment

In the Nursery 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. Staff also consider observations shared by parents and/or carers.

Each child's journey of their time in Nursery will be documented in their Learning Journey. At Northlands we use an online learning platform called Tapestry to record pupil's work. Each pupil's profile will be updated at least weekly, and with WOW moments, with photographs, observations and achievements from in school. Parents can also contribute to these by adding observations from home. Although most learning is documented on Tapestry, the nature of some work being paper-based means that all pupils will also have a workbook and folder for 'Other areas of learning'. These are sent home to parents at the end of the school year, along with a printed copy of their Tapestry profile with a brief concluding report. Parents can also contribute to these by completing 'Wow' stars of significant moments at home.

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

There are then half termly assessments in all areas of learning. Interventions then support those children that need it.

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.

6. Working with parents

Parents as Partners.

Parents are highly valued at Northlands Primary.

We recognize that they are the child's first and most enduring educators, so we place high value on the information we share and opinions we receive from them. Children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents are encouraged to chat informally to the teacher before/after school and are able to private appointments if they need to. They are encouraged to complete a 'Wow' stars to document outstanding achievements at home. These are celebrated in class, displayed on walls and/or included in Nursery learning journeys. Parents will be invited for two formal parent/teacher consultations during the Reception year as well as other family

events, including Induction meeting introducing Reception, Phonics and Reading workshops, receiving information about how these are taught at Northlands Primary, and how to help at home.

To help with home learning, in Reception, the class teacher will provide children with a reading book and reading record to take home.; These will be given, and changed weekly, once the children know their forty-two sounds and begin to blend them for reading.

In Nursey, as mentioned above parents are kept informed using Tapestry.

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.

Transition

During the summer term, each registered child is invited to a induction session. They will spend the session in the Reception learning environment getting to know the setting, adults, and other children. Before the summer break, parents will be invited to an induction meeting to meet the staff and Head Teacher and hear information about the year ahead, ask any questions they may have and consider how to help their child prepare for school. In September the parents will be invited to a series of workshops to see how to support their child with phonics, blending and maths at home.

7. Safeguarding and welfare procedures

Safeguarding is the priority and responsibility of every member of staff. Northlands Primary School and Nursery. We have a dedicated Safeguarding and welfare team to support both parents and staff with concerns or issues surrounding children. We report any concerns on CPOMS.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Laura Beauchamp and Julie Glasscock every 2 of 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 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