



EYFS Policy

2024 – 2025

Reviewed by	Reasons for	Date	Review
T. Price	Updates to EYFS framework	May 2021	May 2022
T. Price	Annual review	Oct 2023	2024
L. Heller	Updates to EYFS framework	Jan 25	Oct 25

CONTENTS

EYFS Policy.....	1
Aims.....	2
Legislation.....	3
Curriculum.....	3
Intent.....	3
Implementation.....	3
Impact.....	5
Assessment.....	6
Baseline.....	6
Ongoing Assessments.....	6
Tracking reviews.....	6
End of the year.....	6
Teaching and Learning.....	7
Inclusion.....	7
Safeguarding and welfare procedures.....	7
Staffing of the EYFS.....	8
Partnership with Parents.....	8
Appendix 1. List of statutory policies and procedures for the EYFS.....	9

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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 is 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.

Legislation

This policy is based on requirements set out in the https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_based_providers.pdf (September 2024) for group and school based providers.

Curriculum

The Banister EYFS curriculum uses the non-statutory curriculum guidance for the early years foundation stage (September 2024) as a basis with additional content carefully chosen by the EYFS led and senior management.

Intent

At Banister Primary School our aim is to build positive relationships and create a stimulating learning environment to support the development of children's confidence, resilience and belief in themselves. Every child is recognised as a unique child and we welcome and celebrate differences within our setting.

Our EYFS curriculum has been carefully designed to build upon children's prior knowledge and experiences at both previous settings and at home. We work collaboratively with parents and carers to support children in becoming independent, enthusiastic learners who thrive in our setting and develop their skills to exceed expectation. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a lifelong love of learning.

To ensure children make good progress within the EYFS, it is our intent that each child has access to a broad, balanced and differentiated curriculum which reflects their individual needs and differing starting points as well as preparing them for their future learning journey. Following personal interest and considering individual achievements allows us to plan and provide opportunities throughout our EYFS curriculum to support development and achieve next steps.

Implementation

Within our curriculum at Banister Primary School, we incorporate the Statutory Framework for Early Years, Birth to Five and Development Matters. As well as this, we plan further experiences and opportunities that best meet the developmental needs of our children and focus on adding value to their cultural capital.

Our curriculum and early years practice have been shaped by the four overarching principles:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities.

Through both indoor and outdoor provision, children are provided with ample opportunities to engage with the curriculum in a purposeful and exciting play-based environment, which combined with direct teaching, ensures children make strong, meaningful links. This leads to rapid progress in the acquisition of knowledge and the development of transferable skills.

The learning experiences within our setting are linked to seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. We consider the prime areas to be most essential to the development and future learning of our children. These include:

- **Personal, Social and Emotional Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Making progress within the prime areas naturally supports children in their development of skills in the specific areas. These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

To cover all areas of learning, each half term we introduce a new theme to provide inspiration for learning, whilst also providing the flexibility for children to follow their own interests and ideas. Children learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children

have short inputs for directed teaching during the day followed by long periods of uninterrupted play. The timetable changes throughout the year to take into consideration the changing needs of the children.

Children are provided with plenty of time to engage in exploration throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

Due to the context of our school, developing communication and language skills is at the heart of the curriculum and we take many approaches within our provision and direct teaching time to ensure children are given plenty of opportunities to experience, explore and utilize new vocabulary and different sentence structures.

One of the main ways we do this is through encouraging a love of reading. Our aim, through daily reads of selected class texts, is to expose children to a range of books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension.

Daily Phonics sessions ensure direct teaching of 42 phoneme/grapheme correspondences. We teach these in sets each week, practising to read and write the graphemes before moving on to read and spell words. Children are encouraged to read at home and are listened to at school to develop their decoding and comprehension skills.

Within our setting, we follow Maths No Problem. Direct teaching of concepts, high quality learning environments and meaningful interactions with adults support children in developing mathematical thinking and discussion.

Our wider curriculum is taught through the learning areas; Understanding the World and Expressive Arts and Design. Short daily inputs during our afternoon sessions provide new learning, exposure to subject specific vocabulary and terminology and opportunities for discussion and exploration of learning objectives within these areas. Our enhanced provision during child initiated play sessions then allows for further exploration and application of new skills.

Impact

- High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners.
- Confident and capable readers who demonstrate a love of reading.
- Evidence of strong links with parents.
- Children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.
- Children feel happy and safe and enjoy coming to school.
- All children access a balanced and challenging curriculum regardless of their background, needs or abilities.
- Children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs.
- Children are supported by adults that are well trained and passionate about providing the best education for every child.
- The percentage of children achieving the GLD within the EYFSP is in line with or above the national average.

Assessment

- Assessments are completed to inform planning and support the practitioners in identifying children who need additional support.
- Assessment is based upon a secure knowledge of child development.
- Practitioners have a clear expectation about what children need to know and how best to support them in developing their learning.
- Accurate assessment is used to highlight whether a child has a special educational need or needs extra help.
- Tapestry is used to record an electronic learning journey for each child. Tapestry is used as a valuable tool to assess children's development and to provide a link for parents/carers

Baseline

Prior to children starting, EYFS staff contact previous settings, conduct 1:1 sessions with parents/carers to gain an understanding of the whole child and their starting points as they join us. During the first half term, all EYFS staff contribute to the baseline assessment through observations and interactions with the children. This identifies each individual's starting point in all areas as well personal interests and learning styles, which supports staff in planning provision to ensure progress. We also carry out the RBA (Statutory Reception Baseline Assessment). This assessment focuses on Language, Communication and Literacy and Mathematics. The purpose of this is to show the progress children make from Reception until the end of KS2 (Year 6).

Ongoing Assessments

Phonic assessments are carried out weekly as children's recognition of newly taught sounds are continually checked to ensure there are no gaps in knowledge. Every half term in week 5 staff will check children's Grapheme Phoneme Correspondence (GPCs), Blending of known GPCs and reading Harder to Read and Spell Words (HRSW). Throughout the year, EYFS staff draw on their knowledge of the child, discussions with other practitioners and physical examples of children's learning output e.g drawings to make their own expert professional judgement about the progress each child is making within each area of learning. Some observations are uploaded to Tapestry to be shared with parents and carers. Assessments are completed biweekly with tracking meetings held with EYFS teachers to ensure that children are 'on track' and that those who are identified as 'not on track' have provision adapted to provide for their needs and ensure progress.

Tracking reviews

Reviews run fortnightly to closely track children who are 'not on track' to ensure provision and interventions are adjusted to secure rapid progress. Class teachers and senior leaders set SMART targets for children to ensure gaps are closed to age related expectations. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) works alongside staff to ensure early identification of additional needs and, if appropriate, referrals for additional support are made. Detailed tracking documents are completed for the prime and specific areas to be discussed at the review meetings.

End of the year

During the last summer term, EYFS staff complete the Early Years Foundation Stage Profile by using their own professional knowledge and their knowledge of the child to make judgements about whether or not the child has met each of the 17 Early Learning Goals. Children are assessed as either 'emerging' or 'expected'. Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers have a duty to provide a narrative for both parents and the Year 1 teachers to ensure good levels of progress within Year 1. Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELGs link to the National Curriculum, and through our robust planning and delivery across both core and

foundation subjects children leave the EYFS stage with the skills, knowledge and confidence to continue their learning journey.

Teaching and Learning

We believe in the three characteristics of effective teaching and learning that are set out in Development Matters 2021. These 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 achieving.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The curriculum is ambitious and aims to teach all children the skills and knowledge in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage We teach through a range of teaching methods including child-initiated learning, whole class teaching, group teaching, investigations and problem solving together, and independently. As many activities as possible are play-based; however, there is also a need for direct teacher-led activities to ensure children gain essential knowledge and skills from their teacher. All activities are expertly modelled and children are given sufficient time, support and resources to repeat and practise them, and apply independently through their play.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Learning Support Assistants plan programmes together that are overseen by the SENDCo.

Safeguarding and welfare procedures

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We help children to self-regulate and manage their emotions appropriately and Personal Social and Emotional Education is at the heart of everything we do.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy which have been written in accordance with ‘**Keeping Children Safe in Education 2024**’.

We are a healthy school and participate in the free fruit/vegetable scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly reviewed. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.

Fresh water is readily available for all children and we provide drink bottles so that they can help themselves to water at any time.

A member of staff in the setting has a recognised paediatric first aid qualification in line with the EYFS framework 2024.

Staffing of the EYFS

The EYFS consists of two Reception Classes. The Reception Classes are taught by two qualified primary school teachers. Both teachers have a vast experience teaching young children. The classes also have full time, experienced EYFS Learning Support Assistants. Specialist sports coaches deliver our PE lessons. Peripatetic music teachers deliver our music curriculum to the children.

Partnership 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:

- We ensure that parents/carers have a strong and respectful partnership in the early years which enables children to thrive.
- We listen regularly to parents and give parents clear information about their children's progress through face to face opportunities and electronically via Tapestry.
- Parents are encouraged to support their child's learning and development at home as this has a significant impact on their child's learning.
- We take the time to 'get to know' and understand the children and their families enabling us to offer support as needed.
- Making contact with parents/carers before their child starts school at our parent tours, open mornings, picnics, stay and play sessions and welcome packs.
- Inviting parents/carers and children to attend an induction evening.
- Inviting parents to attend a parent/teacher meeting to inform our internal baseline. This also provides the foundation for strong and effective partnerships with parents.
- Inviting the children and parents for transition and settling mornings.
- Parents/carers are invited into school for a 'Stay and Play' session with their child prior to starting school. This provides parents/carers with the opportunity to familiarise themselves with the classroom environment and meet other parents.
- Inviting parents to workshops to see how children learn at Banister and how they can support them.
- Inviting parents to watch phonics lessons to see how phonics is taught.
- Operating an open-door policy for parents/carers with any queries or concerns.
- Written contact through reading records and weekly newsletters on Tapestry.
- Sharing new learning and 'wow moments' on Tapestry (our online communication and home learning platform).
- Parents are invited into school for regular parents evenings to provide an update about their child's learning and progress.
- Children with SEND or additional needs have in-depth 'shared conversations' to ensure targets and progress are shared.
- Sending written reports on their child's attainment, progress and attitude.
- Parents are invited to a range of activities throughout the school year such as special events, trips, 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.

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 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