Early Years Foundation Stage (EYFS) policy

Oakwood Infant and Nursery School

(Ref No: OAK038/05/2027)

School Mission Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.

We are all stars, watch us shine.

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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 2023.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Oakwood Infant and Nursery School, children join the Nursery the term after they are three and Reception in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. In Nursery the children are entitled to attend for 15 funded hours. The attendance pattern is Monday, Tuesday (8.30am - 3.00pm) and Wednesday morning (8.30-11.20am) or Wednesday afternoon (12.10 – 3.00pm), Thursday and Friday (8.30am – 3.00pm). Some parents are entitled to 30 funded hours in Nursery for their child, please see the Government website for further details.

Initial entry into Nursery

Prior to starting in Nursery, a welcome pack is sent to the parents/carers. This contains general information about the school and its routines. Staff photographs are included to help familiarise the children with the staff. All children/parents/carers will receive a home visit from Nursery staff. This visit is informal and allows the child to meet their Key Worker and also gives the parents an opportunity to discuss any concerns they may have. The children then visit Nursery with their parents where they get to meet their peers and become familiar with the environment. The children then stay for half a session, before attending for a whole session. Transition can sometimes be tailored to suit the needs of

children who need more support to help them settle. This is done in consultation with the parents/carers.

Transition from Oakwood Nursery to Oakwood Reception

During the child's final term in Nursery the children and parents/carers have an opportunity to meet their new Reception teacher through Stay and Play sessions. The Reception leader will also make short visits to the Nursery to meet the children and play alongside them in their familiar Nursery environment.

The Nursery teacher will also liaise with the child's new Reception teacher to ensure they are aware of the needs of each individual child. They also compile assessments made of each child against the developmental milestones which is passed onto the Reception teachers.

Transition from another setting to Oakwood Reception

If the child has not attended Oakwood nursery prior to starting in Oakwood Reception then a welcome pack is sent to the parents/carers. This contains general information about the school and its routines. Staff photographs are included to help familiarise the children with the staff.

In the summer term prior to starting in Reception the children are invited to attend informal Stay and Play sessions to meet their new Reception teacher and to allow the children a chance to play in their new school setting. Parents are invited to attend a welcome visit during this session.

All children who have not attended Oakwood nursery will receive a home visit from the Reception staff. This visit is informal and allows the child another chance to meet their new Reception teacher and also gives the parents an opportunity to discuss any concerns they may have.

Where necessary members of Reception staff from Oakwood Infant and Nursery school will contact feeder settings to ensure they are aware and understand the needs of each individual child.

Transition from Reception Class to Key Stage 1

During the child's final term in Reception the children are given sessions with their new Year 1 teacher. This is designed to allow the children to familiarise themselves with their new setting and help create a smooth transition.

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers and staff with a well-rounded picture of a child's knowledge, understanding and abilities. It shows their progress against expected levels, and comments on their readiness for Year 1. The Reception teacher will also liaise with the child's Year 1 teacher to ensure they are aware of the needs of each individual child. Year 1 teachers are also given a copy of the pupil's school report and their Early Years Profile to help them tailor their teaching.

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 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

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 (Nursery and Reception Autumn term 1) 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.

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.

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active or take things more quietly. The

classroom covers all learning areas, where children are able to find and locate equipment and resources independently. The Nursery and Reception classes have their own enclosed outdoor areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on a different scale when indoors. It offers the children the ability to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

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.

4.3 Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Oakwood Infant and Nursery School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. For further details, please see the SEND policy.

We meet the needs of all our children through:

• Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;

• Using a wide range of teaching strategies based on children's learning needs (personalised next steps)

• Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

• Providing a safe and supportive learning environment in which the contribution of all children is valued;

• Using resources which reflect diversity and are free from discrimination and stereotyping;

• Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

• Monitoring children's progress and taking action to provide support as necessary.

5. Assessment

At Oakwood Infant and Nursery School, 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. EYFS staff assess the children's learning and development against the Developmental Milestones and this is collated on an online database. Target Tracker data is shared across EYFS and the wider school to record data and set targets. Staff update Target Tracker regularly and Reception

teachers continue to update the assessments made by Nursery staff when children enter Reception.

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

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.

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.

We recognise the role that parents have played, and their future role, in educating their children. We do this through:

1. An information meeting for parents during the summer term where they receive the Reception Information booklet and reference is made to the school website which highlights school start and finish times, uniform and informs the parents of the schools vision and aims.
2. An opportunity to talk to the EYFS staff and representatives from other areas of school life
3. Offering a home visit where parents have the opportunity to meet the staff on a one to one basis and where the children can meet the staff in an environment where they feel secure, also talking to parents about their child before their child starts in our school.
4. Asking parents to complete an admissions form, a medical form and write a synopsis about their child including their likes, dislikes and any concerns they may have.
5. Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
6. Encouraging parents to talk to their child's teacher if there are concerns.
7. Inviting parents to attend informal meetings providing information about other areas of the curriculum, e.g. Early Reading, Maths and Phonics.
8. There is a formal meeting for parents twice a year where the parents can discuss the child's progress with the teacher. Parents will receive a report on their child's attainment and progress at the end of the year.

9. Organising a range of activities throughout the year that encourage collaboration between child, school and parents / carers including stay and play, Christmas performances and Sports Day.
10. Inviting parents / carers to make comments through Tapestry, relating to the children's achievements.
11. Parents are kept up to date with children's learning and progress through an online Learning Journey. 'Tapestry' give parents the opportunity to look at photographs, videos and observations made. They also have the opportunity to make comments.
12. Parents / carers are made aware of the curriculum and ongoing activities throughout each term.

7. 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 maintained nursery schools and nursery classes in maintained schools:

- For children aged 3 and over:

We have at least 1 member of staff for every 13 children

For reception classes in maintained schools and academies:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

For mixed classes in maintained schools and academies:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

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 talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

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