



# Early Years Foundation Stage (EYFS) policy

Written by	ESLT
Date for Review	November 2022
Approving Body	The Strategic Development Committee
Signed Chair of Trustees	

***Our Mission: To improve the communities we serve for the better***

***Vision:***

*Challenging educational orthodoxies so that every child makes good progress in core subjects;*

*all teachers are committed to personal improvement and fulfil their responsibilities;*

*all children receive a broad and balanced curriculum;*

*all academies strive to be outstanding.*

## 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 \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

At The Parkgate Academy, there are three year groups that form EYFS.

**Pre- School** provides education for children aged 2-3 years. Two year old funding for children attending pre-school starts the term after their second birthday. <https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/help-with-childcare/funded-early-years-places-for-two-year-olds> However, parents do have the opportunity to pay for a paid place the day after their second birthday costing £13 per session. (A session runs for 3 hours)

**Foundation 1** (nursery) provides education for children aged 3 and 4 years. Parents of children in Foundation 1 have the option of enrolling their child for 15 hours of free education the term after their third birthday, or where they meet the criteria, they can apply to Nottinghamshire County Council for 30 hours free education. <https://www.nottinghamshire.gov.uk/care/early-years-and-childcare/help-with-childcare/30-hours-funded-childcare-for-three-and-four-year-olds>

Parents of children who attend for 15 hours are offered a morning or afternoon place. This can be done by contacting Amanda Clifford (pre-school/F1 lead) or Elaine Leivers (admission officer) In exceptional circumstances, parents can choose for their child to attend 3 full days and pay for one extra session costing £13. This must be agreed with Amanda Clifford (pre-school and F1 lead).

Parents of children in Foundation 1 also have the opportunity to pay for extra sessions costing £13. If a child stays all day, a free hot school lunch or school sandwich meal will be offered.

**Foundation 2** (reception) provides education for children aged 4-5 years. As the school's statutory age for attending is 5 years there is no charge for children attending Foundation 2, as long as it is the year in which they turn 5 years of age. Children who attend Foundation 2 are expected to stay at school for the full day and all children are entitled to free school meals under the Universal Free School Meals scheme.

### The school day

#### Pre-school and Foundation1

Morning session – 8.30am-11.30am

Afternoon session – 12.15pm-3.15pm

#### Foundation 2

Monday-Friday – 8:55am-2:55pm

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 4 specific areas:

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

### 4.1 Planning

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 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.

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.

## 5. Assessment

At The Parkgate Academy, 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 take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

## **6. Working with parents**

We recognise that children learn and develop well when there is 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.

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**

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
- Visiting the dentist

We have introduced supervised tooth brushing, by brushing our teeth after lunch: We follow [statutory guidance](#) for safety around supervised tooth brushing.

We also strive to create strong relationships with the local dentist surgery in order to promote good oral health within the community.

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 the academy Strategic Development Committee every three years.

## 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 Evacuation policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy and Visitors Procedures
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and EYFS Drop Off and Collection Policy
Procedure for dealing with concerns and complaints	See complaints policy