

Broad Square Primary School



Early Years Foundation Stage Policy

Date Created: November 2023

Updated on:	Changes made / notes:
March 2024	Policy reviewed.
February 2025	Policy reviewed with team and staff name changed

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.

Legislation

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

Structure of the EYFS in Broad Square Primary School

The school currently has a Nursery base and two Reception classes. Children can join in Nursery from the term after their third birthday. School will need a birth certificate to prove the child's age. Our Nursery offers flexible provision. Where possible, we aim to match this provision to the first choice of all parents/carers. Options we offer are:

Mornings: 8:30am-11:30am every morning (Monday to Friday)

Afternoons: 12:30pm-3:30pm every afternoon (Monday to Friday)

We also offer **30-hour Nursery provision** in addition to our 15 hour offer. This will be of a cost to parents/carers of with use of a code if the parents/carers work. For all information regarding this, please contact Miss Palombella, our school Business Manager.

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 interconnected.

Three 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 3 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

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. This planning involves activities both indoors and outside.

To do this, staff working with the youngest children are expected to focus strongly on the three prime areas. 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.

Please see our school website for further detailed planning.

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 interactions supported by high quality questioning and vocabulary.

As children grow older, move into Reception class 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.

Assessment

At Broad Square Primary School, ongoing observations and 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. When a child is in Nursery, staff review their progress and provide parents and/or carers with a summary of the child's development in all areas. Progress is recorded using our assessment system, 'Evidence Me'. This system also allows parents and carers to upload significant progress at home e.g. learning to ride a bike, hop on one leg or recall a Nursery rhyme.

At the end of the Nursery year parents and carers are given a written summary of their child's progress.

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

At the end of the reception year/end of EYFS, staff complete the EYFS profile for each child. The main purpose of this assessment is to support a successful transition into year 1 by informing the professional dialogue between the reception and year 1 teachers. The EYFS profile is also shared with parents and carers to inform them about their child's development.

Pupils are assessed against the 17 early learning goals (ELG), indicating whether they are:

- Meeting 'expected levels' of development
- Not yet reaching expected levels are recorded as 'emerging level'

The profile reflects ongoing observations, and discussions with parents and/or carers.

A child is defined as having reached a Good Level of Development (GLD) at the end of the reception year/end of EYFS if they have achieved the 'expected level' for the prime areas of learning (communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy.

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.

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 throughout our EYFS.

The on-going feedback and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

When attending our EYFS, 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 may also help families to engage with more specialist support, if appropriate.

We always value in partnership with parents /carers to promote the learning and development of their children and we encourage parents to share developments and achievements made in the family home on the 'Evidence Me' platform. In doing this, we celebrate the breadth of the child's experiences outside of the setting and celebrates and values the whole child.

Special Educational Needs within EYFS

It is vital that additional needs are identified and addressed as soon as possible in a child's life. We have an allocated, fully qualified SENDCO, Mrs Lester in our EYFS who will work with parents/carers and outside agencies to ensure that the child's needs are supported in a timely manner.

Please see the school SEND policy for further information on this and if you would like to speak to Mrs Lester about your child's additional needs, please call the school office to arrange an appointment.

Safeguarding and welfare procedures

Our Safeguarding Lead is Mrs. Taylor, our Deputy Head Teacher and details of the full safeguarding team can be found in the entrance to the school and on the school website. If you are concerned about the safety or welfare of a child in the EYFS, please call the school office to speak

to Mrs. Taylor or find a member of the safeguarding team on the school yard daily.

Please take time to read our Safeguarding Policy (found on the school website).

We are an Operation Encompass school and further information around this can be found on our school website.

Safety messages for the children within EYFS are found throughout the EYFS curriculum and details of this are shared with parents and carers/can found on the school website. The curriculum is shared with all parents/carers throughout the year and additional courses for parents and carers are offered throughout the year.

As a school, we promote good health, as well as good oral health. This includes talking to children about the importance of brushing their teeth, how to keep safe and how to build positive relationships.

Monitoring arrangements

This policy will be reviewed and approved by the EYFS Lead Mrs. Taylor (Deputy Head Teacher) on a regular basis. At every review, the policy will be shared with the governing board.

This policy can be provided in different formats upon request.

Date: Feb 2025

Signed:

(Chair of Governors)

Date: Feb 2025

Signed: *Mrs C. Foden*

(Head Teacher)