

Balderstone St Leonard's CE Primary School



Early Years Foundation Stage (EYFS) Policy

Balderstone St Leonard's CE Primary School

[Last updated: April 2023]

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EYFS Policy 2023

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1. Aims:

At Balderstone we recognise the importance of instilling a love of learning from the moment a child becomes part of the Balderstone family, whether this is in Pre-school Bunnies from the age of 3, or as a Reception Rabbit.

This policy aims to ensure:

Each child has a happy and positive start to their school life at Balderstone in which they can establish a sound foundation and foster a love of learning in line with our school mission

That children access a broad, balanced and challenging curriculum that gives them the wide 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

That close and positive partnerships between practitioners and with parents and/or carers are formed

Every child is included and supported through equality of opportunity and anti-discriminatory practice (in line with our Christian, inclusive, diverse and equitable school mission)

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.

3. Structure of the EYFS

At Balderstone St Leonard's Church of England Primary, we have one Reception class offering a total of 15 places for full time school hours. We also have maintained pre-school provision available from the term starting after a child's third birthday.

4. Staffing

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage' 2021. The school adopts the following staffing ratios:

For children in mixed Pre-school & Reception class:

- Class sizes will be limited to 26 children per school teacher. With 1:13 ratio in place for class teacher and early years professional or class teacher with TA3 support.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. The children will always be under the supervisory duties of a qualified teacher within the ratio of 1:30.

Staff working in the EYFS are supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

Full-time staff in Reception at Balderstone St Leonard's:

Qualified Teacher (x1) Teaching Assistant (x1 TA3 or above)

Staff receive Paediatric First Aid training.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person within their setting.

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5. Curriculum

The education our children receive in the Early Years is of vital importance and is delivered in line with our whole school Curriculum Policy. As such our EYFS curriculum is carefully designed to enable children to embed a 'love of learning' by giving them the wisdom, knowledge and skills to have a strong foundation in all seven areas of learning. The curriculum is broad and balanced, covering all seven areas of learning and development:

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through four specific areas:

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

These are underpinned by the characteristics of Effective Learning, as detailed in the framework. The school also uses the Development Matters document to further break down learning goals into learning steps.

Reception also have access to daily Worship (whole school and classroom based) and our R.E curriculum.

Our curriculum is challenging and structured strategically so that children develop, consolidate and deepen their knowledge, understanding and skills and are best prepared to continue their learning journey in Year 1. Please see our EYFS Curriculum Overview and whole school Curriculum Policy for more information.

6. Teaching

Each area of learning and development is taught through a careful balance of whole class teaching, small group focus teaching, adult-led activities, child-initiated activities and purposeful play. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. As children grow, develop and progress through the Reception year, the balance gradually shifts towards more adult-led activities (in the summer term) to help children prepare for more formal learning, ready for their next stage of education.

7. Assessment

At Balderstone St Leonard's Church of England Primary, ongoing, purposeful assessment is an integral part of the learning and development processes. We ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Staff prioritise playing and communicating with pupils within provision to identify their level of achievement, interests and next steps. Teachers will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements by taking photographs/video or recording in their learning journals or on Tapestry. These informal observations are used to shape future planning and develop our

understanding of the whole child. Practitioners also take into account observations shared by parents and/or carers through **flourishing flowers and super seeds** (shared on our class tree).

- These moments are shared by parents on Tapestry or through filling in a printable template to let the staff know (shared in key worker time). Staff use our internal tracking tool to monitor children's progress.

Within the first few weeks that a child starts reception, staff will administer the Reception Baseline Assessment. 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 or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. The profile is moderated internally (referring to the Development Matters guidance and our own in school curriculum documents) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The EYFS lead will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

8. Working with Parents

Establishing a strong parent partnership is vital for us in Balderstone St Leonard's Church of England's Rabbit and Bunny class and we share Development Matter's 2021 recognition that a 'strong respectful partnership' allows children to 'thrive' in the Early Years. Here is how we establish these strong relationships:

- Each half term parents will receive a curriculum overview to clearly explain the topic, learning and vocabulary that will be taught over the next half term. This is also published on the class website page.
- Each term parents are invited to a Stay and Play, or a Bunny Babble session. These sessions will provide parents a valuable opportunity to spend time in our learning environment, engage in our continuous provision and share their child's learning with them
- Continually throughout the year parents are encouraged to play and active role in their child's development through 'Super seeds – first time a child has achieved something independently or Flourishing Flowers (where a child has blossomed and growth in their love for something) where parents can record their child's WOW moments, supporting our assessment and knowledge of their child.
- Throughout the year parents, support our learning through visits into class in relation to their expertise. The EYFS team seek their support through visits and talks into class
- At the end of each half term, there will be a parent engagement event. This will take the form of a Stay and Play session or a learning showcase.
- Parents are kept informed of what their children learn and experience through weekly newsletters and our school Twitter/Facebook feed
- Parents are regularly informed of their child's next steps in phonics/reading and maths

9. Inclusion

At Balderstone, all children are valued as individuals celebrating their uniqueness in the sight of God, the importance of their own ethnicity, culture, religion, home language, background, ability or gender are celebrated. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO, Mrs Joanna Cast. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace, encouraging them to thrive and build upon their own interests.

10. Safeguarding & Welfare

Safeguarding is central to the culture of our school. All necessary steps are taken to keep the children in our care safe, well and thriving. Any safeguarding or welfare issues will be dealt with in line with the whole school Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read and follow this policy.

The DSLs (Designated safeguard leads) are Mrs Gow (headteacher), Mrs Draycott (Deputy headteacher) and Mrs Johnstone. The Safeguarding Governor is Ms Emma James.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

All staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect. All visitors and volunteers in school are DBS checked if they are working with children.

11. Transition Periods

The following process is in place to ensure children's successful transition into Reception:

In the summer term, parents are invited to an information meeting where they will be introduced to the Reception staff and be given information regarding the EYFS, our curriculum, Worship, Busy Bees and school routines.

Children are invited to transition sessions in school where they will spend time in their new classroom environment and get to know Reception staff.

Reception staff will speak to pre-school settings to discuss the child, their progress and current assessment information. EYFS staff will then complete a home visit to meet the child/family in a familiar setting to learn more about your child ready for their start in September.

In September, parents will be welcomed into our school family through a Meet the Teacher welcome meeting with the class teacher where we will get to know more about their child and family.

The following process is in place to ensure children's successful transition to Year 1:

During the summer term, parents are encouraged to engage with the home learning designed to support their child in the transition to Year 1.

The children will take part in a transition week in the Year 1 classroom with their new teacher.

In the summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

12. Policy evaluation and review

The policy is reviewed every three years by the Senior Leadership Team, or more frequently as required.

Date of last review: April 2023

Date of next review: March 2025

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