

# NORTON CP SCHOOL

## Early Years Foundation Stage (EYFS) Policy

2024 - 2025



### Vision Statement

Nothing is beyond our reach!

Care and challenge engage and motivate us!

Praise reassures and supports us!

Successes are celebrated and built on!

## **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 Early years foundation stage statutory framework for group and school-based providers (Effective from January 2024)

[https://assets.publishing.service.gov.uk/media/659d3e68aaae22001356dc46/Early\\_years\\_foundation\\_stage\\_statutory\\_framework\\_for\\_group\\_and\\_school-based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/659d3e68aaae22001356dc46/Early_years_foundation_stage_statutory_framework_for_group_and_school-based_providers.pdf)

## **Structure of the EYFS**

At Norton CP School, our Early Years provision includes up to 39 morning places/26 afternoon places in the Nursery (FS1) for 3 and 4 year olds, and three Reception classes (FS2), each with space for 30 children.

Our Nursery class has a large open indoor space, with moveable dividing walls, for their sole use as well as a large garden that the nursery share with the Reception classes. The nursery is open term time between the hours of 8.50am – 3.10pm, and the F2 classes are open between the hours of 8.45am and 3.15pm with the option of extended care through our Breakfast and After School Club for both FS1 and FS2.

We believe in promoting links with other settings. Our feeder settings have opportunities to visit the unit with the children and parents are also invited to a 'Stay and Play' induction, where routines and essential information is discussed while the children have the opportunity to have a 'taster' session in the FS1 or FS2 classes.

Our FS2 classes each have their own classroom as well as a large outdoor playground and garden.

## **Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024.

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

Our Curriculum is designed so that it is specific to our children and their community. We want children at Norton to learn, experience and explore a wide range of topics and activities.

Every topic begins with exciting learning opportunities planned by our EYFS staff. These topics are open ended, flexible and seen as a learning journey for the children as well as the staff! In FS2, we follow the Read Write Inc (RWI) phonics scheme.

Staff have developed exciting 'Big Picture' Goals. Our aim is for all children to achieve these by the end of their time in our EYFS. Children are supported with a wide range of skills in order to become confident, communicative and collaborative learners. The Big Picture is delivered through our exciting termly topics.

By understanding the importance of observing children as they play and learn, staff at Norton are able to ensure there is an appropriate level of challenge and support. This enables children to build on prior learning, revisit and extend learning experiences in order to make progress.

We value the importance of having a balance between adult led learning activities and child initiated free play. During adult led activities we promote the use of practical and visual resources and learning experiences to engage the children. During free play children are encouraged to be independent, motivated and confident learners. All adults support children to meet their next steps through their own motivations and fascinations. We believe that children learn best when learning is purposeful and they are having fun! Our Curriculum and Provision is flexible in order to adapt to the interests and needs of the children.

## **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, as well as personalised next

steps for children. 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.

The planning is set out clearly and covers all areas of the Early Years Foundation Stage curriculum with any enhanced provision highlighted. In Nursery, children have planned sessions which are delivered in large groups, small focus groups, individually or within the provision while children are playing. Reception children have daily English, maths and phonic sessions, as well as weekly sessions building on skills from across the curriculum.

### **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. From the very start of FS2, children take part in daily phonics sessions.

### **Assessment**

At Norton CP School, ongoing assessment is an integral part of the learning and development processes. A key part of assessment in our EYFS is through teacher observations and interactions with the children. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are 'Spotlights' which are moments where a child's learning shines. They are used to shape future planning. Staff also take into account observations shared by parents and/or carers and value learning and development at home as well as at school.

At Norton we believe Communication and Language is key to a child's learning, understanding and development. All children are screened on entry to the EYFS to identify any risk of speech and language delay. Identified children are given targeted support to develop individual needs. We provide a communication friendly environment in order to support the communication and language skills of young children in our Early Years Foundation Stage.

Children in FS2 also have regular, half termly phonics assessments in order to ensure the phonics teaching is supporting their level of knowledge and understanding. We use Read, Write Inc as our Phonics Scheme.

Within the first 6 weeks that a child **starts FS2**, staff will administer the Reception Baseline Assessment (RBA). Further information for parents is found here:

[https://assets.publishing.service.gov.uk/media/64f5e8b29ee0f2000db7be4f/2023\\_Information\\_for\\_parents\\_reception\\_baseline\\_assessment\\_WEBHO.pdf](https://assets.publishing.service.gov.uk/media/64f5e8b29ee0f2000db7be4f/2023_Information_for_parents_reception_baseline_assessment_WEBHO.pdf)

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.

### **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education.
- Listening to accounts of their child's development and any concerns they may have.
- Making parents feel welcome by being friendly, approachable and having an open-door policy.
- Maintaining an on-going dialogue.
- Being flexible in arrangements for settling children in.
- Meeting with parents regularly to discuss progress through our termly parents evenings.
- Inviting parents in to share their child's learning through open sessions in the EYFS Unit.
- Class Inspire workshops in FS2 where parents can complete an activity with their child in school.
- Through the use of Tapestry, an online learning journal which parents can access and add to at home. As well as commenting on Tapestry observations; parents can add their own photos and videos from home. They can also fill in 'wow moments' to share their child's home achievements at school.

Parents and/or carers are kept up to date with their child's progress and development. The spotlight observations, parents evening meetings and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

### **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our Safeguarding policy.

## **Transition into Year One**

All staff view transition as a process rather than an event. The EYFS routine changes gradually to ensure children are school ready and have experience of working independently and in groups. Staff in the Foundation Stage will meet with Year 1 teachers to discuss individual children and their end of EYFS Profile summary.

The children will visit their new classroom and the teacher several times before transition occurs. Year 1 teachers are encouraged to adopt similar routines, expectations and activities during the transitional period.

All Year 1 classrooms have similar provision to the EYFS. As children enter Year 1 they will continue to experience some play-based activities such as sand and water, role play, construction and outdoor learning.

Year 1 teachers continue to plan activities that are motivating and allow children to develop their learning styles. Children are encouraged to be active, independent and resilient as they learn through play and gradually adapt to a more formal style of learning throughout the first half term in Year 1.

## 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 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