

Early Years Foundation Stage (EYFS) policy

Montgomery Infant School and Nursery



Approved by: Mrs T Bourne (Visiting Head Teacher)

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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
- Close partnership working between practitioners and with 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 <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

3. Structure of the EYFS

At Montgomery Infant School and Nursery we are three form entry school and have 90 reception places. Our classes are named after our Learning Friends, Tortoise, Dragon and Rabbit. Children have a short settling in period in September and are ready to attend full time hours by week two at the latest. Reception full time hours are 8:45 – 3:15pm.

In our Nursery we offer 15 spaces in both morning and afternoon sessions. We offer up to 12 full time spaces for families who are entitled to extended funding. Our nursery sessions are named after our Learning Friends, Unicorn, Bear and Owl. Children have a staggered start into Nursery. Morning Session hours are 8.45am - 11.45am. Afternoon Session hours are 12.15pm - 3.15pm. Full time hours are 9:15am - 3:15pm, although these can be flexible for a charge.

There are currently six early years teachers and six adult support workers across Nursery and Reception. Additional adults are utilised where needed to support classes.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2023 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 and Characteristics of Effective Learning

The EYFS Framework identifies three characteristics of effective learning. The Nursery and Reception teachers plan activities within with these characteristics in mind:

- Playing and exploring - children investigate and experience things, and ‘have a go’
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Staff plan activities and experiences that enable children to develop and learn effectively. We use our medium term plans for phonics, maths and PE to ensure full coverage. The traditional cycle of observation, assessment and planning is recommended in numerous documents including Development Matters and The National Strategies document “Learning, Playing and Interacting”. In this document we wish to highlight the section that states:-

"Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development."(Revised EYFS)

We ensure that our 'non negotiables' are followed across the school covering, continuous provision, Thrive, assessment, subject specific requirements as well as our classroom layouts (Ordinarily Available document 2022)

Parents are provided with information on their child's learning through Tapestry and their attainment and progression during our termly parent evenings and through a written report at the end of the year.

Through discussions with the Reception teacher, Year 1 teachers are also provided with information regarding each child's stage of development and their needs during transition.

4.2 Teaching

The weekly organisation of the classes are detailed in timetables. A school day is organised to maximise the amount of "free-flow" time available. The children become the focus instead of a particular activity that the adult has planned. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Carpet times and adult focus groups are carried out everyday.

Learning, new experiences and ideas for imaginative play are delivered through Tapestry photographs, reading to the children and extending their knowledge linked to interests. We work in this way because a high level of involvement occurs in following childrens interests and providing them with an enabling environment. When children show high levels of involvement, progress and development occurs.

Our skilful staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Training and an understanding of child development enhances and extends learning. Our practitioners continually plan "in the moment". Each time they interact with a child, they are observing, assessing, planning for, and responding to, that individual child.

5. Assessment and Reflection

At Montgomery Infant School and Nursery, 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. Practitioners also take into account observations shared by parents and/or carers.

Assessment of the children is recorded onto Tapestry, with weekly communication to parents.

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 ('expected')**
- **Not yet reaching expected levels ('emerging') or**
- **Not assessed (The EYFS framework explains this further)**

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. Judgements are made using a 'best fit' approach, as per EYFS framework. Development Matters steps indicated on Target Tracker may not correlate to the end of year assessments.

Regular moderation is carried out internally and externally with other schools.

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents are invited to attend come and play sessions, receive weekly newsletters and contribute to their child's profile. We also facilitate workshops and whole school events to further build relationships.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. Staffing ratios are followed and training is kept updated. All risk assessments are updated annually. There is an adequate amount of staff who are first aid trained in Early Years. The Early Years Leader is a Deputy Safeguarding Lead.

8. Monitoring arrangements

This policy will be reviewed by Jemima McKechnie, Early Years Leader every two years. It will be approved by Miss Sue Bridgeman, Head Teacher. At every review, the policy will be shared with the governing board, Senior Leadership Team and Early Years staff.

