

Early Years Foundation Stage (EYFS) Policy



Hillborough Infant and Nursery School

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Approved by:	Date:
In consultation with:	
Next Review:	Date: July 2025
This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

Contents

1. Rationale.....	3
2. Aims.....	3
3. Legislation.....	3
4. Structure of the EYFS	3
5. Curriculum	3
6. Assessment.....	4
7. Working with parents	5
8. Transition.....	5
9. Safeguarding and welfare procedures.....	6
10. Links to other policies	6
11. Monitoring arrangements.....	6
12. Review Period	6

1. Rationale

The Early Years Foundation Stage aims to develop each unique child, in a safe and supportive environment so that every child can reach their full potential. A high quality Early Years education lays the foundation for children with a focus on developing the whole child. The EYFS provides children with a broad range of learning opportunities with the aim to embed firm foundations in the knowledge and skills needed for good future progress. We aim to develop the children's cultural capital so that they are able to engage with society and understand the importance of being a good UK and global citizen.

2. 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

3. Legislation

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

4. Structure of the EYFS

At Hillborough Infant and Nursery School we have the following classes as part of our EYFS:

- One morning Nursery class for 3 and 4 year olds with a maximum of 30 places providing 15 hours of education
- Three full time Reception classes for up to 90 children

5. 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. 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

5.1 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.

5.2 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. At Hillborough Infant and Nursery school, we teach through experiences for the children so that they can apply their learning in real life situations.

Teaching and learning in our EYFS happens both inside and outside across the whole year and in all types of weather.

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.

6. Assessment

At Hillborough Infant and Nursery School, 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.

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.

7. 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 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.

Please see our Policy for SEND for more information about how we work with parents of children with additional needs.

8. Transition

Between Hillborough Nursery Class and School

This is accomplished through informal discussions between staff, and comprehensive records that are passed onto the receiving teacher.

The Nursery and Reception join together for various activities throughout the year, particularly at designated creative dayd.

Nursery and Reception staff work closely together and have opportunities to spend time in each area.

Between Local Nurseries and School

There is liaison between Special Educational Needs Co-ordinators when children with special educational needs are being transferred. Also, visits are made to feeder nurseries by the Early Years Foundation Stage Leader and Family Workers.

Between classes

Reception classes attend whole school assembly every week and whole school singing assemblies every week, when judged to be appropriate. This is increased to include school assemblies in the summer term.

They are included in the school rotas for the use of the hall and Computing suite. In the summer term reception classes spend a morning in their new Year 1 class. They also have time to integrate with the older classes on the playground at lunchtimes.

Records and assessments are passed onto the teachers in Year 1.

9. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by teaching and talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

10. Links to other policies

- SEND
- Assessment

11. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every three years.

At every review, the policy will be shared with the governing board.

12. Review Period

Three years