



Oakfield Community Primary & Nursery School

EYFS Policy

2024 - 2025



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
- 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

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Curriculum

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

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

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.



- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

3.1 Planning

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately.

We recognize three important characteristics of effective teaching and learning are:

- 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, this supports our Growth Mindset approach across school.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our 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. We recognise that as children grow older and move into the reception year, there must be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This helps children to prepare for Key Stage 1.

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, we have deliberately designed an interconnected curriculum developing the whole child and embodying everything we know about cognition and memory.

3.2 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. We adapt teaching in a responsive way, including by providing targeted support to pupils who are struggling, which we know is likely to increase pupil success.

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.



4. Assessment

At Oakfield, ongoing assessment is an integral part of 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.

When children join the School (through either Nursery or Reception), each child's Key Person will use information provided by parents and other settings to understand each child's learning needs. Teachers assess each child continuously and carefully, recording each child's Individual Learning Profile on the School's tracking system, Insight.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Assessments of children will not involve long breaks from interactions with children. Practitioners will draw on their knowledge of the children through in the moment observations, evidence within children's learning journey files and class books, and working in partnership with parents, to make accurate assessments. These then contribute to the termly assessments which are shared with parents.

Within the first 6 weeks that a child **starts reception**, staff will administer the Statutory 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 and in often in partnership with other stakeholders, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

5. School Values

Our '6 C's embrace and embody our schools values and we instil these from the start of a child's learning journey with us:

Collaboration- working together, ensuring collective participation, working towards a common overall outcome.

Communication- an umbrella that encompasses speaking and listening, conveying information through the use of written and spoken language.

Consideration- thoughtfulness and sensitivity to others.

Consistency- the key to achieving great learning outcomes.

Commitment- to strive and embrace difficulty with optimism.

Celebration- instilling a love of learning as well as having a very significant and positive impact on learners' memory, motivation and other cognitive functions.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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 progress checks and 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.

During the summer term staff aim to complete a home visit and in school transition visits for children joining in September. Parents are encouraged to engage in these events/days to support developing a good partnership with school and ensuring a high level of school readiness.

Throughout the year we offer a range of opportunities for parents and carers to become involved in their children's learning. This includes:

- Access to their child's class Dojo (with the option to message the teachers)
- Access to their child's learning app, with the opportunity to share learning from home.
- Attending 'stay and learn' sessions.
- Trips, events and parent/carers meetings.
- Opportunities to talk with their child's key person.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - We have at least 1 member of staff for every 13 children in our Nursery Classroom.
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils in our Reception Classrooms.



First Aid in EYFS in-line with that detailed in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

In EYFS, we recognise the importance of Online Safety. We use iPads in school to record our assessments of children. These are password protected and Encrypted. Staff use mobile phones (in very limited circumstances) to contact parents using Class Dojo and access our School Email System. Staff computers are used to access all of the above, including CPOMS. These are also password protected and encrypted.

We promote good oral health, as well as good health in general, in the early years by insert your approach here, for example by 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 school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed annually, or sooner if appropriate, by the SLT. At every review, the policy will be shared with the governing board.

Headteacher: Mrs J Makin
June 2024

Signed:

Date: 12th

Chair of Governors: Mr E Burke
2024

Signed:

Date: 12th June

Policy Schedule

<u>Date</u>	<u>Details</u>	<u>Shared</u>
April 2024	Policy Created (<i>in-line with new policy format</i>).	Staff: June 2024 Govs: Summer Term