

SUNNYHILL PRIMARY SCHOOL

Early Years Foundation Stage Policy



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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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

Before the children start at Sunnyhill, we hold induction days for new parents and carers.

In addition to this, we also offer home visits so that key information can be shared as well as building relationships with parents, carers and children.

Nursery home visits happen in the first two weeks of September for children that are new to our setting. Children that join our setting throughout the year will also be offered a home visit. Nursery children are offered staggered starts as part of the settling in process.

We offer 15 full time places (Monday-Friday 8.55am-3.00pm) We also offer a choice of two part time places, **which are all day Monday, all day Tuesday and Wednesday morning (8.55-11.30) and Wednesday afternoon (12.45pm-3.15pm) and all day Thursday and Friday. We offer a staggered start for Nursery children.** Full time places are offered through the production of a DERN number, which entitles the child to a full time place, dependent upon whether spaces are available.

Reception home visits happen during the last two weeks of the Summer term for those families who are new to Sunnyhill.

Children who are new to Sunnyhill are offered settling in days before starting. These days are focussed on establishing routines, expectations and settling in.

Children that have attended Sunnyhill Nursery start Reception on the Monday of Week 3 in September.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 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.

Areas of Learning

The EYFS is made up of **three prime** areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are **four specific areas** of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

4.1 Planning

At Sunnyhill, all areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

We follow a topic based approach which allows flexibility to ensure that both children's needs and interests are taken into account. This information is used 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. (see SEND Policy)

Teachers plan collaboratively in their APP time around key texts, skills and experiences. Teachers effectively plan experiences and learning environments that meet the needs of all of our pupils and builds upon their interests and fascinations with focus on promoting Communication and Language development through SHRec approach. Each class teacher adapts the planning according to the needs of their children.

In planning and guiding children's activities, we reflect on the different ways that children learn and include these in their practice.

We also have a weekly EYFS meeting for all staff to plan for the Outside Classroom. This time is also used to discuss issues that have arisen. CPD also forms a part of these sessions.

4.2 Teaching

At Sunnyhill, we offer both provision in both Inside classrooms and the Outside Classroom. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of

the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

4.3 Provision

At Sunnyhill Primary School, we offer provision based in our Inside and Outside Classrooms. The EYFS team communicate with both their class teams and year group teams to set up a mixture of guided activities and those initiated by the children. Through our open-ended provision, children develop their characteristics of learning and are then able to apply their knowledge to a range of situations, making links and attempting to explain their ideas and understanding. Children are encouraged to be confident to take risks, develop their resilience in relation to any setbacks and discuss their experiences with their peers to improve what they are doing.

We offer provision in the Outside Classroom whatever the weather and encourage the children to dress appropriately. The Outside Classroom is assessed by the Premises Staff in the morning as well as the EYFS staff when setting up any additional provision for the day. (see Health and Safety Policy).

5. Assessment

Throughout nursery and reception children knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)'.

Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in self-directed play, in adult led activities, through discussions with parents and carers, our knowledge of the children and through talking to them. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child in nursery and reception has a profile in which we record our observations and keep samples of the children's work. This profile takes the form of observations being recorded on '2 Build A Profile', written observations and work samples.

At the start of both Nursery and Reception children are assessed to determine a baseline, or starting point, for their future learning. Judgements will be based on the adults' observations of children during activities and play. Parents and carer's views on their child as a learner will be taken into account.

EYFS keyworkers finalise the data for their children at the end of each term. This data is then analysed by the EYFS Phase Leader to identify trends and interventions identified. Pupil Progress Meetings are then carried out with the keyworkers to review progress, identify additional provision.

The Foundation Stage Profile, the end of year assessment of children's achievements in all areas of learning, is a statutory report. Observational evidence and samples of children's work and knowledge of the children throughout the school year will be used to assess children as 'emerging', 'expected' or 'exceeding' based on their understanding and achievement of the Early Learning Goals set out in the EYFS curriculum. Parents/carers will be given information of their child's achievements in a written report at the end of the Summer term.

Throughout the year children's knowledge, skills and understanding will continue to be tracked throughout the foundation stage and assessed against the ELG's at the end of reception to establish an end of foundation stage achievement and learning profile for each child in preparedness for their transition to key stage one.

6. Working with parents

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. As well as the Nursery and Reception visit days we offer termly social coffee sessions to our parents to give them the opportunity to share their child's learning environment, have time to talk informally with the practitioners and to meet other parents. We also offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers.

We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children.

Parents are encouraged to join in with their child's education from the very start of their school journey. Parents and carers are encouraged to support children's learning through completing reading records, simple homework activities (see homework policy) and by sharing assemblies and whole class activities.

At Sunnyhill, we value the importance of the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential. Formal parents meeting is offered termly, where parents have the opportunity of speaking with the teachers to discuss their child's progress and development, their next steps in learning and to view their child's learning journals. Parents are always welcomed to discuss their children informally at the end of the school day

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.

We also offer 'Stay and Learn' sessions, which allows parents and carers to observe teaching and learning in both the Inside and Outside Classrooms.

7. Safeguarding and welfare procedures

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

8. Collection of children

We ask that if a different adult is collecting the child that this information is recorded on the 'Alternative Collection' form and that this information is stored on Section 12 of SIMS. The parent and carer should inform the office as well as the child's key worker.

AUTHORISED BY:

Approved by:	Head Teacher / Governing Body
Date:	
Last Reviewed on:	
Next Review due:	

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

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