

# Early Years Foundation Stage (EYFS) policy

Waterloo Primary School and Nursery



Approved by:	[Name]	Date: [Date]
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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
- 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. Structure of the EYFS

The Nursery has space for 26 3 year old children and 5 2-year-old children for each session. The Nursery staffing consist of one teacher, three teaching assistance and 1:1 support as funded.

The 15 hour universal offer can be taken as 1 of the following options:

- 5 mornings (8.45am – 11.45am), term time only
- 5 afternoons (12.30pm – 3.30pm), term time only
- 2.5 days, term time only either at the beginning of the week or the end of the week.

Parents who are not eligible for the 30-hour extended offer have the option to pay for the additional 15 hours (subject to availability) at a rate of £13.50 per 3-hour session to be paid monthly in advance.

Lunch cover (11.45am – 12.30pm) is available at an additional cost of £3.50 for both 15 hour and 30 hour families

We are a two form entry reception setting with two teachers, two teaching assistants and 1:1 support as funded. We currently have a smaller group setting for 4 children with additional needs which is led by a teacher, with two teaching assistants supporting.

In addition we have a 10 place ASD provision catering for children with a statement of ASD that have been placed by the local authority.

## 4. 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 Early Years curriculum has been carefully planned to ensure progression from the Early Years to Year 6. Curriculum Leaders have the opportunity to spend time in Early Years to

## 4.1 Planning

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.

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.

## 4.2 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.

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.

## 5. Assessment

At Waterloo Primary School, 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. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 upon request.

## 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 check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In Nursery children are assigned to a key worker to ensure that their learning and care is tailored to their need. In Reception a child's key worker is their class teacher or a 1:1 where needed. 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.

## 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:

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- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
  - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
  - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

In Reception we comply with infant class size legislation and have at least 1 teacher per 30 pupils

In Nursery all staff are level 3 and above must be paediatric first aid trained to count in ratios. We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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 importance of exercise and sleep
- The importance of handwashing

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

## 8. Attendance

Attending a nursery school gives your children a valuable introduction to school. It gives children the opportunity to develop their skills and mix with others of their own age. The relaxed atmosphere allows children to develop at their own pace. Children are not of statutory school age until the term after their fifth birthday. However, establishing regular routines for your children at an early age is extremely important.

It will benefit both you and your children as they progress through their school life, and limit the chances of poor attendance, which will have a negative effect on their enjoyment and achievement.

Evidence has shown that children who have a smooth and positive start at school remain high achievers throughout their primary education and beyond.

- If your children do not attend their nursery class or school regularly they may lose their places. If they cannot attend for any reason, always let staff know.
- Once a child reaches the age of five, regular attendance and punctuality at school become a legal requirement, enforceable by the local authority.
- You can help your children to have a positive time at school by making sure they attend their nursery provision regularly and on time.

## 9. Monitoring Arrangements

This policy will be reviewed and approved by the EYFS phase leader with the EYFS link governor and renewed on an annual basis.

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

## 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