



The Woodland Federation of Peak District Schools

Early Years Foundation Stage (EYFS) policy

Approved by:

Date:

Last reviewed on:

Next review due by:

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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

Early Years children can start at Great Hucklow and Stoney Middleton Schools from the term after they turn three. They start in Nursery 1, and progress to Nursery 2 the following year before moving to Reception in the September after they turn four.

Parents can choose how many hours they would like their children to attend. Some children do mornings and some do full days.

All parents are eligible for 15 hours funded nursery provision from the term after their child turns three.

Some parents are eligible for 30 hours funding if they work or meet certain other criteria such as being a carer. Full details can be found here. <https://www.gov.uk/30-hours-free-childcare>

Where children attend nursery in excess of their funded hours, they pay £4 per hour.

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 interconnected. 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

Our younger children in Nursery 1 and 2 follow the Development Matters curriculum for their age group.

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.

Children are able to experience a wide variety of open-ended child led activities throughout the day.

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.

Children benefit from the outdoor spaces available and take part in Woodland Learning for three half terms of the year.

5. Assessment

At The Woodland Federation, 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.

We use a framework and break the expectations for the end of EYFS down into small steps leading towards children achieving a good level of development by the end of reception. Staff regularly take photographs and record evidence of children meeting the small steps on the way to the end of N1, N2 or Reception goals on our internal tracking system which is updated on Tapestry.

At the end of Nursery 1, Nursery 2 and reception, staff review children's progress and provide parents 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.

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 are kept up to date with their child's progress and development through parents' evenings twice per year, and a written report at the end of each academic year. The annual report and EYFS profile helps to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents are updated more informally through Class Dojo where we sent photos of what the children are doing in school on a regular basis.

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.

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 take children from the age of three and have at least 1 member of staff for every 13 children
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We aim to have all of our staff fully trained in paediatric first aid. New staff are trained as soon as the next cohort of staff are due for their update. This paediatric first aid 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 encouraging all our children to brush their teeth in school after lunch in line with our training from Smile4Life Derbyshire. We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

As part of our PSHE curriculum, we also teach children about healthy eating; the effects of eating too many sugary things and the importance of brushing 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 and approved by Isobel Board, Early Years Lead every two years.

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 administering medicines 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