



**Bassingbourn**  
Community Primary School

## **Bassingbourn Community Primary School Early Years Foundation Stage (EYFS) Policy**

This policy was ratified on: 14<sup>th</sup> March 2024

Implemented on: 14<sup>th</sup> March 2024

Review date: March 2025

Signed by the Headteacher: \_\_\_\_\_

Signed by the Chair of Governors \_\_\_\_\_

## **Introduction**

All children should be given the opportunity to experience the very best possible start to their education. At the Bassingbourn Community Primary School we are committed to providing a high quality early years' education which gives children a secure and confident start to their school life and nurtures a life-long love of learning.

### **This policy covers the following:**

- 1.1 Definitions
  - 1.2 Our Early Years and Foundation Stage policy aims to ensure
  2. Legislation
  3. Structure of the EYFS
  - 4.1 A Unique Child
  - 4.2 Learning and Development
  5. Curriculum
  6. Assessment
  7. Working with parents and carers
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  9. Safeguarding and welfare procedures
- Appendix 1. List of statutory policies and procedures for the EYFS

### **1.1 Definitions**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, the EYFS applies to children from when they start in Reception (September) till the end of Reception. We are fully committed to the purpose and aims of the Statutory Framework for the Early Years Foundation (2021) which clearly states: 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

### **1.2 Our Early Years and Foundation Stage policy aims to ensure:**

- Create a happy, caring, secure and stimulating environment for all children;
- Encourage confidence, independence and a desire to learn;
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs;
- Work in partnership with parents and carers;
- Develop children to have an enquiring mind, an interest in learning and an enthusiasm for the next stage of school life;
- Provide good quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- Ensure all 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;
- Provide the foundations for later learning;
- Encourage good social relationships, developing self-esteem and respect for others;

## **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**

Our EYFS is made up of 2 reception classrooms, with a PAN of 60 children in total, this equates to a maximum of 30 children per class. Our EYFS class work together as a unit comprising of bi fold doors which separate the classrooms during whole class inputs such as phonics, maths, talk 4 writing, topic and reading.

#### **4.1 A Unique Child**

We recognise that children learn and develop well in enabling environments. Staff work closely with parents and carers to observe the children's interests, learning and development and use the information gathered to plan challenging but achievable activities and experiences to extend the children's learning. The EYFS learning environments, both inside and out, are carefully organised into learning areas, where children are enabled to find and locate equipment and resources independently. Each EYFS class has access to an outdoor space, which is an essential part of the EYFS curriculum and has a significantly positive impact on children's learning and development. Children will have the opportunity to be outside in all weathers. Being outdoors offers opportunities for doing things in different ways and on different scales. It offers the children the opportunity to explore, use their senses and be physically active.

#### ***Learning through play***

Well planned play, both indoors and outdoors, provides key opportunities for young children to learn with enjoyment and challenge. We recognise the importance of adult support and a secure environment in ensuring effective high quality, purposeful play.

#### ***Effective high quality play opportunities involve:***

- Planning and resourcing a challenging environment;
- Supporting children's learning through purposeful, planned play activities;
- Extending and supporting children's spontaneous play;
- Extending and developing children's language and communication in their play;

#### ***The secure environment and adult support in play enables children to:***

- Explore, develop and represent learning experiences which help them to make sense of the world;
- Practise and build up ideas, concepts and skills;
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- Take reasonable risks, making and learning from mistakes;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems;

### **4.2 Learning and Development**

At the core of our children's learning is the EYFS curriculum which is carefully planned to ensure progression and continuity of skills in seven areas of learning. These areas of learning depend on each other to support a rounded approach to early years' development. All the areas will be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

#### **There are three prime areas:**

**Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**There are also four specific areas through which the prime areas are strengthened and applied:**

**Literacy** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the World** involves guiding children to make sense of their physical world and their community by providing them with opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities: in art, music, movement, dance, role-play, and design and technology.

## 5. Curriculum

Our curriculum is fully aligned with The Early Years Foundation Stage, the framework used in England to provide a structured and comprehensive approach to early childhood education and care for children from birth to the end of their Reception year. We have used the guidance below from Development Matters along with skills we feel the children in our community need, to help us write a rich and rigorous curriculum designed to enable all our pupils to make excellent progress from their starting points towards achieving the Early Learning Goals.

We understand that:

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Young children's development is like a spider's web with many strands, not a straight line.
- Depth in early learning is more important than covering lots of things in a superficial way.

Our curriculum is organised into broad themes, for example, Transport or Contrasting Countries, which are linked to different strands of Understanding the World and Expressive Arts & Design. Each theme is linked to high quality books.

We carefully decide what key knowledge and skills we want our pupils to gain from each theme and frame this learning in weekly curious questions, for example, "Are all families the same?" or "How is the UK climate different to Jamaica?" However, flexibility is also built in through weekly planning sessions (where possible) which allow us to respond to pupils' interests and staff observations from the previous week.

Planning always follows the same pattern: observation, analysis and using information about the children to plan for the next steps in their learning. We always take into account the individual needs, interests, and stage of development. Through careful planning we aim to:

- Provide a carefully structured curriculum, building on and extending children's knowledge, experiences, interests, stages of development and skills;
- Provide a wide range of well planned, purposeful, challenging activities that utilise the children's interests, needs and previous knowledge;
- Present activities in many ways and use a range of teaching strategies;
- Develop self-esteem and confidence in their ability to learn;
- Provide a safe and secure learning environment, where each child is valued and where racial, religious and gender stereotypes are challenged;
- Monitor children's progress, identifying areas of concern/next steps and taking action to provide support;

Where a child may have a special educational need or disability, we consider whether specialist support is required, linking with relevant services from other agencies, where appropriate and work closely with the school SENDCO and parents/carers.

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

On-going assessment through observation is an integral part of the learning and development process. We make regular assessments of children's learning and use this information to ensure that future and weekly planning reflects identified needs. We input data for each pupil every half term onto an excel spreadsheet and hold pupil progress meeting each term with the assessment lead. During these meetings teachers have an opportunity to discuss pupils further to ensure the correct support is always being provided to ensure good progress of all pupils and ensure they are ready for their next stage of learning. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate.

### ***Staff ensure that they:***

- Make observations and assessments of each child's achievements, interests and learning styles;
- Use these observations and assessments to identify learning priorities, next steps, interests and to plan relevant and motivating learning experiences for each child;
- Match their observations to expectations and further learning through the curriculum
- Do not allow assessment to cause any prolonged breaks from interaction with children.

The Bassingbourn Community Primary School EYFS Curriculum uses the Development Matters, additional skills that we feel our children in our community need to have and the Early Learning Goals as outlined by the Statutory Framework for the EYFS to teach and assess the children in the Foundation Stage.

In each learning area, the Bassingbourn Community Primary School EYFS Curriculum defines the expectations for most children. This is identified and tracked every half term. At the start of Reception, we use the Reception Baseline Assessment to inform our understanding of our pupils' learning needs. Practitioners then plot the individual progress of each child as they grow and develop. As the child progresses through the EYFS, staff will make judgements based upon their observations of the child in all seven areas of learning. In addition to ongoing assessment children are assessed every 5 weeks to see their development in phonics. For further information on the schools chosen phonic scheme and assessment please see the assessment policy.

Moderation for all children takes place between practitioners every half term, before data is submitted. Children who require additional support are supported through the weekly planning, following observations made from the team throughout the week, this is then fed back to the team at the weekly planning meeting. In addition to their high-quality interactions with children, practitioners respond immediately in their own day-to-day observations.

At the end of the Reception year, the children are assessed against the Early Years Foundation Stage Profile, a statutory requirement. This is also informed by the observations, assessments, discussions with parents/carers and other professionals and each child's level of development is recorded against the Early Learning Goals. During the year, there are formal opportunities to feedback information to parents and carers through parent/carer consultations in the Autumn and Spring Terms. Parents and carers are vital partners in the assessment process. Towards the end of the academic year, a written report, covering the seven areas of learning, will be given to parents and carers indicating whether children are meeting expected levels of development or not yet reaching expected levels ('emerging').

## **7. 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. We want to ensure before children begin with us that we have established strong connections with parents and carers.

We do this through providing additional information before starting about what school ready looks like, inviting parents to come in to school to see and play in the setting with their child before starting any further transitions, having a parents information session in July, providing parents with a welcome pack in July and arranging home visits in

September to support the transitions of both children and parents. If parents request additional meetings before their child starts these are also facilitated.

Parents and/or carers are kept up to date with their child's progress and development. Every week parents receive a weekly learning update via the schools platform tapestry. This lets parents know what children have been learning in phonics, maths, topic etc across the week. Within this update parents receive additional reminders of upcoming parent events and any additional information that they can do at home to further support their child.

Each child is assigned to a class. This supports the child and provides a channel for parents to go to should they need to talk to the teacher about their child or any concerns. Teachers will always support parents and/or carers in guiding their child's development at home.

Parents are provided with additional information across the year on how the school teaches their child and what they can do at home to further support. We always value the transparency between school and home and want parents to feel empowered and have all the information necessary to support their child. The following information sessions take place across the year via zoom.

#### **July- Before children start**

- Parents information session- this includes presentation of the EYFS curriculum and all necessary information needed so ensure parents have sufficient information before their child starts school

#### **Autumn:**

- Phonics information session
- Maths information session
- Reading information session

#### **Spring**

- Phonics and writing information session

#### **Summer**

- Phonics information session
- Transition to Year 1 information session

Parents are also invited each half term to come into setting to see their child. These consist of alternate half terms with a breakfast and read and then a stay and play.

Parents receive formal parents evening in Autumn and Spring term. At the end of the Reception year parents receive their child's progress check using the EYFS profile. This helps provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## **8. Transitions**

At Bassingbourn Community Primary School, we value the importance of our pupils' wellbeing and confidence when entering a new year group and class. We understand that this could be a challenging and apprehensive time for pupils and that this can subsequently affect their wellbeing and academic achievement. Therefore, we aim to ensure that pupils feel safe, secure and settled in their new environment by effectively implementing a transition plan across the Early Years Foundation Stage. There are many strategies taken to aid effective transition including parental involvement, environment planning and plenty of opportunities for new teachers and pupils to meet in a familiar context.

### **Nursery to Reception Transition**

We start the transition within our school in the spring term by arranging visits in small groups with our feeder preschool Bassingbourn Pre School. In Spring Term the EYFS lead meets with the feeder preschool parents to talk about what is school ready and what they can do to support their child. In Summer term as soon as children receive their place, they are invited for 4 stay and play sessions.

The first 2 stay and play sessions children are accompanied with their parent/carer. The 3<sup>rd</sup> and 4<sup>th</sup> session children stay and play with EYFS staff. If children do not feel comfortable doing this their parents and carers are welcomed.

EYFS staff in summer term before children begin, attend the local preschool to deliver story time and play with children. EYFS staff contact all relevant preschools and complete a comprehensive handover using the school's template to ask questions regarding all areas of the curriculum.

Children then have move up day with their new class and teacher in July. On this day they receive a welcome pack with pictures of their new teacher, classrooms, activities to complete over summer such as their all about me book and ready confetti.

Teachers arrange home visits for all children during the first week of September. This enables staff to talk and make meaningful connections to children in an environment that is familiar to them before starting school. Children have a staggered start across the first week with home visits and half days and begin full time school the 2<sup>nd</sup> full week.

### **Reception to Year 1 Transition**

*Reception practitioners prepare children for more formal learning and the introduction of the National Curriculum in Year 1. They do this by:*

- Encouraging independence in self-care and learning;
- Offering an increasingly structured timetable as the Reception year progresses;

*The transition from the EYFS to Key Stage 1 is made as smooth as possible by:*

- Starting Essential Letters and Sound Phonics in the EYFS and continuing in Key Stage 1;
- Sharing individual EYFS Profiles with Year 1 teachers;
- Children engaging in mini missions and provision as they will be expected to in Year 1 in summer term;
- Reception and Year 1 teachers meeting to discuss each child's stage of development and learning needs, to assist with the planning of activities and ease transition into Year 1;
- Reception children being introduced to Year 1 teachers during assemblies, playtime and other whole school activities during the school year;
- Children visiting their new class and teachers during 'Moving Up Days' in July;

### **9. Safeguarding and welfare procedures**

'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.' (7.1. Statutory Framework for EYFS 2021)

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.

At Bassingbourn Community Primary School we recognise our responsibility for promoting the welfare of our youngest children:

- All adults with access to our children will receive the appropriate level of DBS checking and as part of the induction process, will have discussed and signed a school code of conduct;
- All staff employed by Bassingbourn Community Primary School receive a thorough induction training to help them understand their roles, responsibilities and key information about how safeguarding arrangements work in the school;
- All staff employed by Bassingbourn Community Primary School undertake regular safeguarding training, including online safety, and must follow school systems around reporting any concerns to the Designated Safeguarding Lead (DSL);
- Staffing will be organised to ensure the safety of the children and to ensure staff/child ratios are always followed; 1 teacher per 30 pupils;
- First aid will only be administered by trained personnel;
- Procedures are in place to inform parents/carers of accidents involving their child;
- Procedures are in place to ensure security of children and the safe release of children into the care of individuals named by the parent/carer;
- Procedures and policies are in place to ensure children's safety when using technology as part of their learning;
- As a healthy school, there is a focus on emotional well-being, healthy eating (through rolling snack) and physical activity. Good health will be promoted and appropriate action will be taken when children are ill;
- Routines are in place to support children's growing understanding of personal hygiene;
- Children's behaviour is managed effectively through the use of a whole school behaviour system, which is adapted to the stage and development of individual needs;
- Risk assessments will be undertaken and reviewed regularly;

- Staff are trained to ensure good/safe food hygiene is evident all the time whilst preparing food and delivering rolling snack;
- Indoor, snack provision and outdoor premises, furniture and equipment will be regularly checked and repaired, washed etc. as required;
- Policy documents will be available for parents and carers;
- 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 talking to children about:
  - The effects of eating too many sweet things
  - The importance of brushing your teeth
  - Hosting a dental hygienist who comes to speak with children
  - Providing all children with a new toothbrush for home. When children are given their toothbrush they participate in a one off supervised toothbrushing session. We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

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

#### **10. Monitoring arrangements**

At Bassingbourn Community Primary School we self-evaluate through our schools' development plans and action plans. Delivery of the EYFS policy will be monitored within the schools' monitoring cycle: teacher observations, planning and monitoring of floor books and exercise books, interviews with children, analysis of the EYFS data and parent/carer feedback.



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

<b><i>Statutory policy or procedure for the EYFS</i></b>	<b><i>Where can it be found?</i></b>
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See attendance 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
Procedure for supporting children with additional needs	See SEND Policy