

Boundary Primary School



EYFS Policy

Review period: Annually

Date policy last reviewed: September 2023

Person Responsible for Policy: EYFS Lead

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. At Boundary Primary we accommodate children from the age of 3 to 5. We have a nursery, which offers a morning session 8.40am-11.40am and an afternoon session 12.25pm-3.25pm. We have 2 reception classes with 30 children in each class. To ensure best practice we have two adults, one teacher and one teaching assistant attached to each class. In addition to this we have support staff who also work within the classes and provide extra support and intervention where needed.

Aims

At Boundary Primary School we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

Development Matters September 2023.

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

The Curriculum

The Nursery and Reception follow the curriculum as outlined in the EYFS statutory framework 2023. The statutory framework based on seven key features of effective practice as set out in Development Matters 2023.

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and child initiated learning

- Provide a secure, safe and engaging learning environment indoors and outdoors where children are encouraged to become independent learners
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning.

Areas of Learning:

The EYFS curriculum 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

All seven areas of learning and development are important and interconnected.

At Boundary Primary School children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and become active learners. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

Planning and Teaching

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. At Boundary we see play as essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Staff will make ongoing judgements about the balance between activities led by children and activities led or guided by staff. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for the more formal learning, ready for Key Stage 1.

In planning and guiding children's activities, staff consider the different ways that children learn and reflect these in their practice. The three 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
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Continuous Provision offers children a constant stable environment that is safe for them to explore whilst challenging their learning. It allows children the freedom to explore and become independent in making choices. Enhancements are made to the provision on a weekly basis to help scaffold and challenge their children's learning.

To help encourage the children to become independent learners ‘mini me’ activities areas set on a daily basis. Mini Mes allow teachers to target a particular area of provision in order to observe the children working independently in specific areas. Daily challenges are also set which help the children develop their independence and take ownership of their learning.

For further information on our EYFS curriculum please refer to our **EYFS Curriculum Statement**.

Assessment

At Boundary Primary School assessment plays an important part in helping parents, carers and staff to recognise progress, understand the needs of the children and plan appropriate activities and support. On going, formative assessment is an integral part of the learning and development process. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape learning experiences for each child accordingly. In their interactions with children, staff respond to their own day to day observations about children’s progress and observations and parents and carers to share. Parents and carers are kept up to date with their child’s progress and development, informally on a day to day basis and through parent and teacher meetings. Teachers produce a mid year progress report and an annual report.

Any evidence collected from observations is stored on ‘Evidence Me’. These observations highlight successful learning experiences and show when a child has mastered a specific objective. Examples of coverage and breadth of EYFS curriculum can also be collected using picture evidence which is stored on Google Drive. All children have a writing book, which collates evidence of each individual’s writing journey. Their books contain a combination of child initiated writing, adult led pieces and independent writing. All work is marked and dated.

EYFS staff meet regularly to discuss each child’s learning journey and moderate our judgements ensuring assessments are accurate and consistent. Teaching staff meet with the senior leadership team for half termly pupil progress meetings.

Summative Assessments

Children attending our Nursery Setting are assessed in their Prime Areas of Learning using the EYFS Checkpoints (adopted from Blackpool Inclusion Team). These ‘progress checks’ highlight the areas in which a child is progressing well and the areas in which additional support is needed. If additional support is needed the teacher will assess the child using the ‘Small Steps Support Tool’ (adopted from Blackpool Inclusion Team). This tool will highlight exactly where the child is struggling and will enable small targets to be put in place to move the child on. Any children posing a cause for concern’ will be referred to the Early Years Inclusion Team for additional support.

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 on teacher knowledge of the child, observations, written evidence and some 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.

For further information on assessment please refer to our **EYFS assessment document**.

Individual Needs

At Boundary EYFS staff consider 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 for each child in all of the areas of learning and development. Nursery staff will initially focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for starting school. The balance will then shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Throughout the early years, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how best to support the child. Staff will consider whether a child may have a special educational need or disability which requires specialist support and they will liaise with the school SENDCO, who will access relevant services from other agencies, as appropriate.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the 'Special Needs Policy' for greater detail). The needs of children with English as an additional language will be met through planning and support alongside our 'English as a Additional Language' (EAL) lead.

Transitions

At Boundary Primary we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. We have therefore established a strong set of procedures for transitions to be as smooth as possible. All children starting in our Nursery have the opportunity to visit the setting with the parent or carer to families themselves with the new environment, meet their new teachers as well as parents having the chance to talk through any worries or concerns.

When children start school we invite parents in to meet the EYFS team and conduct a presentation with all the key information for parents regard 'school readiness'. Parents and carers are given an induction pack and are encouraged to complete their child's 'All About Me' booklet. This information gives teachers an insight in each individual and allows teachers and support staff to plan a smooth and seamless transition. All children starting Reception are offered stay and play sessions with their new class teacher and teaching assistant, parents are invited to attend and are familiarised with the school and school day by the EYFS staff. Parents can ask questions and share information about their child. Those children coming from different settings to our Reception are contacted by the Early Years Leader and their progress and development shared by their Nursery key worker. When necessary the EYFS Lead will visit nurseries to observe them in their current setting. This may include other members of staff, for example SENDCO. We have a staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in.

In the summer term all our Reception children visit their new Year 1 teachers prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and

achievement towards the early learning goals to ensure that all teachers have a well -rounded picture of the children prior to starting the new school year.

Safeguarding and Welfare Procedures

At Boundary Primary the welfare and safety of both staff and children is paramount. We have effective safeguarding policies and procedures in place to ensure that everyone in our care is safe, happy and achieving to their best ability. If there are concerns about the welfare or wellbeing of a child or adult we follow our Safeguarding Policy and Keeping Children Safe in Education document. Any concerns are reported directly to our DSL (Designated Safeguarding Leads) who ensure the correct actions are taken to keep very all children safe. For additional information please refer to our **Safeguarding Policy**.

Staff Supervision

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff who work in the EYFS have regular supervision, in line with the Early Years Foundation Stage Statutory Framework, and alongside the school Performance Management Cycle. This provides support, coaching and training in a culture of mutual support, teamwork and continuous improvement and encourages the confidential discussion of sensitive issues.

All members of staff who have contact with children and families are supervised by the EYFS Phase Leader. This includes, but is not exclusive to, one meeting each half term. The EYFS Phase Leader is supervised by the Deputy Headteacher / DSL.

The supervision provides opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.