

Osmotherley Primary School



EYFS Policy

Approved by Governors	February 2022
Review date	February 2023

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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
- 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 \(EYFS\) that applies from September 2021.](#)

3. Structure of the EYFS

At Osmotherley Primary School our early years provision consists of a 10 place reception in a mixed age class with Key Stage 1. There is a separate small room attached to the classroom and an enclosed garden area outside with a fixed shelter adjacent to the school playground.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development. The 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 and 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.

4.1 Intent

The EYFS at Osmotherley Primary School aims to inspire and engage pupils, providing the skills, knowledge and understanding they will need to succeed throughout their school career. Our pupils are unique and welcomed into our 'Small school, Big family' culture as soon as they enter the EYFS. We intend to support children to always feel confident to ask questions, self-reflect and adhere to the culture of mutual respect in our learning environment. We aim for all of our pupils to reach their full potential and become tolerant and respectful citizens of the future. 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.

4.2 Implementation

Our EYFS children learn in a stimulating environment with high quality provision areas, inside and outdoors. This includes our construction area, small world area, water area, mud kitchen, home corner, creative workshop and many more, which are enhanced on a daily basis. We consider the individual needs and interests of each child and use this information to plan a challenging, progressive and highly motivating curriculum.

We follow a blended approach in our curriculum ensuring it is knowledge based and focused on what we want our children to know which will seamlessly progress into the National

Curriculum as the children enter Year 1. Alongside this, our curriculum is planned in the moment, through continuous provision, and follows children's individual skills and interests. We focus particularly on wellbeing and attitudes to learning ensuring children progress well by responding to each child's individual needs based on what they already know and by providing experiences that are clearly sequenced and progressive.

Our pupils learn through a careful balance of child initiated and adult directed learning. Our small pupil numbers mean that we can often take the learning to the children as they are engaged in an activity of their choosing. Some learning such as phonics and reading practise sessions are delivered by an adult in a small group in a less distracting environment, so therefore not in provision. Due to our mixed class, children are able to be part of some group inputs for specific areas of learning ensuring secure foundations for learning in History, Geography, RE and Science and are then encouraged to develop their understanding through repeated practise of new vocabulary when in continuous provision.

4.3. Impact

Children are assessed regularly through playing with our highly skilled adults who will encourage them to repeatedly practice skills they need to develop until they master them. Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021). The results from this, observations of each child and conversations with parents enable the early years team to make a judgement as to whether each child is working at the expected level for their age on entry to Reception. Progress in phonics is assessed every 6 weeks. In the assessment they will read the graphemes they have been learning and will also blend words with those graphemes in. Their reading book will be then matched to the current secure phonics knowledge based on the assessment to ensure they can read the book confidently.

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 (**expected**)
- 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 and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

5. Working with parents

The key to ensuring a high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Osmotherley Primary EYFS, transition is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Osmotherley attend. We also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We encourage parent partnership through:

- The use of Tapestry to share images and learning which parents can access from home
- Sharing weekly memos via Tapestry, sharing the intended learning for each week
- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable, available and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents regularly to discuss progress
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

We recognise that children learn and develop well when there is 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 Reception Baseline Assessment and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Every child is assigned a key person (which is the class teacher) 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.

6. Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. Adult to child ratios are followed as set out in [the statutory framework for the Early Years Foundation Stage \(EYFS\)](#). The rest of our safeguarding and welfare procedures are outlined in our school's safeguarding policy.

7. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every 2 years. At every review, the policy will be shared with the governing board. Teaching will be monitored and observed regularly by informal drop-ins and coaching methods carried out by the early years lead and / or the headteacher.