



# **Bentley CE Primary School**

## Early Years Foundation Stage (EYFS) Policy

<b>Date of review</b>	September 2024
<b>Period of review</b>	Every 3 years
<b>Review lead</b>	Vicky Hallett
<b>Governor Committee</b>	FGB

## Introduction

At Bentley CE Primary School, we believe that the Early Years Foundation Stage (EYFS) is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. A high-quality Early Years education is an essential factor in a child's development.

This policy outlines the principles, purpose and management of the EYFS at Bentley CE Primary. The implementation of this policy is the responsibility of all staff working with the children in the EYFS and is overseen by the Senior Leadership Team.

## Purpose

The purpose of this policy is to ensure:

- That children access a broad and balanced curriculum which gives them the extensive range of knowledge, skills and attitudes needed for good progress into Key Stage 1 and through their schooling.
- Quality and consistency in teaching and learning so that every child makes good progress, is encouraged to develop their own interests and have a positive start to school.
- A close working partnership between staff and parents and/or carers to encourage independent, happy learners who thrive in school.
- A smooth transition from Nursery to Reception and then into KS1.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## Legislation

This policy is based on requirements set out in the Department for Education (DfE) Statutory Framework for the Early Years Foundation Stage (EYFS) (January 2024).

The Early Years Foundation Stage Framework:

[Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/1000000/eyfs-framework-2024.pdf)

and Early Years Foundation Stage Handbook,

[https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP\\_2024\\_handbook.pdf](https://assets.publishing.service.gov.uk/media/65253bc12548ca000dddf050/EYFSP_2024_handbook.pdf)

## Structure of the EYFS at Bentley CE Primary School

Our Reception Class is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up so children are able to find and locate equipment and resources independently. The classroom has direct access to an outdoor space. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

## Transition

A child's transition into EYFS at Bentley CE Primary School starts early in the summer term before the child starts school in the September. Parents/Carers are invited to an induction evening before the summer term to provide information and a timeline of our transition procedure.

A member of the EYFS team arranges visits to pre-school settings to meet with the children and discusses each child's interests and needs with their key worker. If necessary, another meeting will be arranged alongside parents /carers, our SEND leader and leader of pre-school setting to discuss specific additional needs.

We invite parents/carers and their child to attend three transition afternoon sessions during the Summer Term before they start school, which allows them to become familiar with their new learning environment and school.

In September, EYFS staff carry out a home visit for each child before they start school. Home visits aim to build a trusting relationship between child and teacher/learning support assistant alongside the opportunity for parents/carers to share more specific information and ask questions. Following home visits, the child has a staggered start to school, allowing them to become familiar with their new setting and build relationships in smaller groups.

## **Curriculum**

The early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024. The EYFS framework includes seven areas of learning and development that 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

These prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At Bentley CE Primary School we have created our own EYFS Curriculum model which is ambitious and designed to prepare the children for KS1 and the next step in their journey. It incorporates stages of child development, the educational programmes set out in the EYFS framework and is flexible to meet the needs of the children and current cohort. The curriculum model includes seven aspirations mentioned above which aim to provide a rich, holistic curriculum that encourages the children to become independent learners.

## **Planning**

The Early Years teachers plan purposeful activities and continuous provision within the learning environment to meet individual needs and enable all children to develop and learn effectively. All practitioners identify the individual needs, interests and stage of development of each child and use this information to support and facilitate learning, enabling a challenging and enjoyable experience.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Children will be included in the planning process, enabling topics and learning to follow children's interest to inspire and motivate all learners. Children are encouraged to develop as independent learners, accessing their learning through a purposefully planned environment with a mix of child-initiated activities and adult-led tasks.

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children have continual access to learning opportunities indoors and outdoors. Practitioners are aware of children's next steps and target these needs through facilitated learning experiences.

Within Early Years, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. Our Christian Values of Love, Courage and Community are modelled, encouraged and discussed in everyday practice. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others.

## **Assessment**

The Reception Baseline Assessment (RBA) is administered within the first 6 weeks of a pupil starting reception class. Details regarding administration can be found in the Assessment and Reporting Arrangements (ARA):

[2024 reception baseline assessment: assessment and reporting arrangements - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/reception-baseline-assessment-assessment-and-reporting-arrangements)

Ongoing assessment is an integral part of the learning and development processes. Practitioners use observational assessment alongside more specific assessment practice (such as in Phonics) to continually identify children's achievements, interests and next steps which inform planning.

Practitioners also encourage, share and use observations shared by parents/carers through our online learning journeys on Seesaw to gain a greater understanding of a child's development and interests. Using our curriculum model each aspiration is broken down into three milestones which assess if a child is on track/not on track to meet Early Learning Goals.

At the end of the EYFS, teachers 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 or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are then shared with parents/carers. 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 towards the end of the academic year.

## **Working with parents/carers**

We recognise that children learn and develop well when there is a strong partnership between parents/carers and practitioners. Parents/carers are kept up to date with their child's progress and development and are invited to consultations with the EYFS teachers in the Autumn and Spring Terms. At end of the Summer Term, parents/carers will receive a written report noting their child's achievements during their reception year in line with the whole school.

The EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents/carers are involved in discussions about their child's progress and development from early on and targets or next steps for the child are shared.

## **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.

Our safeguarding and welfare procedures are detailed in our Safeguarding Policy which can be found in the Policies Section of our website.

## **Monitoring arrangements**

This policy will be regularly reviewed by the Senior Leadership Team and Governors.