



# Hughenden Primary School

Working together, Empowering Lives, Enriching Minds

## Early Years Foundation Stage (EYFS) policy Hughenden Primary School

Approved by: The Governing Body

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

### 3. Structure of the EYFS

At Hughenden Primary School, we consider pupils to be in the EYFS setting until they reach the end of their foundation year. This includes pupils registered at our Pre-School (Hoppers) and those in the first year of primary education.

The pupils have the opportunity to work as discrete year groups and also to work collaboratively across the week to further develop their social interaction and communication skills.

In our Preschool, Hughenden Hoppers, we offer morning, afternoon and whole day sessions for children on a flexible basis. Some families choose to split their funding between 2 providers and some increase their children's hours as their confidence grows. Any hours taken outside of their funding are invoiced on a termly basis on an hourly rate of £6.50 per hour.

We cater for up to 16 children who are aged 3 and over. The minimum is one morning/one afternoon and the maximum is full time, ie 30 hours/5 days. We are flexible in our approach.

Our Nursery Hoppers children cannot access our wrap around care due as their insurance only covers school age children.

## **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 that are equally important and inter-connected. However, 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

### **4.1 Planning**

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, *outdoor learning* 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.

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.

## 5. Assessment

At Hughenden Primary School, ongoing assessment is an integral part of the 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, which are shared on the learning platform Dojo.

Staff regularly review children's progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. These 'progress checks' highlight 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 statutory 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

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, through shared observations on Dojo, Parents Evenings and end of year reports. The progress checks and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teachers support parents and/or carers in guiding their child's development at home. They will also help families to engage with more specialist support, if appropriate.

## 7. Safeguarding and welfare procedures

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

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by Headteacher every 3 years, or when there are changes in legislation.

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 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