

Early Years Foundation Stage

(EYFS) policy

Portsmouth Primary School and Early Years



PORTSDOWN
Primary School & Early Years

**Approved by: Full
Governing Body**

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Contents

1. Aims	p2
2. Legislation.....	p2
3. Structure of the EYFS	p3
4. Curriculum	p4
5. Assessment	p6
6. Working with parents/carers.....	p7
7. Safeguarding and welfare procedures.....	p7
8. Monitoring arrangements	p7
Appendix 1. List of statutory policies and procedures for the EYFS.....	p8

1. Aims

The Early Years Foundation Stage (EYFS) 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
- Close partnership working between practitioners and with 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 \(EYFS\)](#)

3. Structure of the EYFS

- Portsdown Primary School and Early Years' Nursery provides education and care for children aged two years to the start of Year R.
- Main nursery sessions are 9-12, 12-3 or 9-3.
- Additional care is available for children before school hours from 7.45 – 9am. This is available for children aged 2-4 years.
- Parents/carers are entitled to use Government funding if eligible, for sessions and purchase additional sessions if required. Charges and funding are clarified in the Nursery Policy for Childcare Fees.
- Within the Nursery, the children are organised into two groups:-
 - 2- 3 years - Caterpillars Class
 - 3 - 4 years – Butterflies Pre-school Class
- Adult child ratios in the Nursery are planned in accordance with Government guidance and are wherever possible increased if children are taken on trips out of Nursery. The ratios are 1:5 for children aged 2-3, 1:8 for children aged 3-4. These are minimum ratios.
- At lunchtime and other periods where the children are eating, there must be 'adequate supervision'. Therefore, the nursery will provide 'adequate supervision' while children are eating which means children must be within sight and hearing of an adult while eating.
- The Nursery is led by an Early Years teacher who supports planning and organisation of the curriculum and care. A deputy manager supports nursery management and organisation and lead two teams of qualified nursery nurses and nursery assistants.
- The Nursery is supported by Portsdown Primary School and Early Years' EYFS curriculum lead.
- The Nursery is also supported by Portsdown Primary School and Early Years' Inclusion Manager and SENCO as well as the school Welfare Team.
- Children are allocated a Key Person who is responsible for planning and managing their care and learning. Children work in groups with their Key Person and join together within their classes for self- initiated and free flow play.
- Year R (for 4-5 years and it is the first school year) is organised into two main classes with a class teacher and teaching assistant in each class. Additional assistants may support Year R according to learning and developmental needs of the children. There is opportunity to work as a whole year group at times throughout the day in self- initiated time

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework for the EYFS and Birth-to-5 Matters guidance.

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, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff 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, Key Person's reflect on the different ways children learn and include these in their practice.

Throughout the Early Years Foundation Stage, we recognise a high priority for children who attend Portsdown Primary and Early Years is to foster and promote early language, reading and writing. In order to do this, staff provide a developmentally appropriate, enabling environment in which children can enjoy experimenting with and learning language, extend their vocabulary and become confident and skilled communicators. Our inside and outside environment has many links to literacy, reflecting its status and importance across all areas of learning, and the interdependent nature of the four aspects of language development: speaking, listening, reading and writing.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities inside and outside. Practitioners 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.

Our inside and outside environment is structured to provide many links to literacy and maths, reflecting its status and importance across all areas of learning, and the interdependent nature of the four aspects of language development: speaking, listening, reading and writing. As a priority the environment we provide encourages children to develop a love of books and enjoy, understand and apply their growing awareness of maths.

The Curriculum is frequently taught through themed work initiated by children's interests and identified learning needs. These develop with the children's interests. Books, literacy and language and communication underpin curriculum development with themes supported by stories and rhymes. In Year R there are daily literacy and maths focused sessions, with phonics and hand writing development taught rigorously every day. Year R systematically provide opportunity for children to read using synthetic phonics and read books that match their phonic knowledge.

The organisation of the environment, curriculum and routine allows staff to develop children's communication and language through singing nursery rhymes, songs, playing games and develop a love of reading through hearing and reading aloud, telling stories and rhymes. In nursery, the early aspects of letters and sounds are promoted to support children's listening and communication.

The environment is structured to support children to develop the key characteristics of effective learning. Resources are planned to excite and motivate children to play and explore, engage actively in learning and have opportunity to think creatively and critically. Adults support children in their play and learning with commentary and open questions, encouraging playfulness, risk taking

and helping children to acquire language and develop effective attitudes and behaviours for learning.

5. Assessment

At Portsdown Primary and Early Years, 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. These observations include discussion among practitioners, recorded observations and photographs of independent activities and significant learning, Staff take account of parent observations / discussions, as well as observations and outcomes from planned adult led learning. These are recorded in individual Learning Journeys.

Prior to nursery and Year R entry, staff meet with families to gather and share information about children's care, development and learning. This forms the start of the child's learning journey in nursery and Year R and is used, as is other information from professionals who have worked with the child, to inform the Key Person or teacher about the child's interest and development.

Portsdown Primary School and Early Years operate an open-door policy where staff and parents/carers can share information relevant to the child. This is encouraged informally on a day to day basis and formally through termly summative assessments in Nursery and annual reports in Years R. Parents /carers are invited to meetings to discuss their child's progress and discuss next steps to support child's development.

On transfer to Year R, Summative judgements are recorded on the Portsmouth Nursery Transfer document which is shared with parents/carers and then sent to future year R classes.

Parents/carers and children are encouraged to contribute to this record.

EYFS Statutory assessments

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights 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 Reception Baseline Assessment (RBA).

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

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or 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 upon request

6. Working with parents/carers

We recognise children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person 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.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over, then we will ensure that:
 - ❖ Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children

- ❖ Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- ❖ For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children.

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.

The curriculum encourages the children to begin to understand good health through areas including:

-mental well-being and feelings

-listening to our bodies

-encouraging independence and self-care as appropriate e.g taking care of belongings, managing toileting

In addition, within the Early Years we promote good oral health through our curriculum and through termly dental packs containing leaflets, toothbrushes and toothpaste being sent out to parents/carers. These highlight:

- The effects of eating too many sweet things
- The importance of brushing your teeth.

8. Monitoring arrangements

This policy will be reviewed and approved by Nursery Manager, EYFS Curriculum lead and deputy managers every year.

At every review, the policy will be shared with the governing board.

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

These policies are available at: <https://portsdownprimary.co.uk/nursery-policies/>

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 Policy for supporting pupils with medical conditions (Including administering medicines & illness in children)
Administering medicines policy	See Policy for supporting pupils with medical conditions (Including administering medicines & illness in children)
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Checking the Identify of Visitors information on the Nursery Policies section of the School's website.
Procedures for a parent failing to collect a child and for missing children	See Nursery Missing Children's Policy See Child Collection Policy
Procedure for dealing with concerns and complaints	See the School's Concerns and Complaints Policy