


Burnt Tree Primary School



Early Years Foundation Stage (EYFS) Policy

Signed by Chair of Governors	
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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
- How our practice is underpinned by the four main themes of the EYFS: A unique child, positive relationships, enabling environments, learning and development.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, Nursery children join us at the beginning of the Autumn term after their third birthday. All children are entitled to 15 hours, which is a part-time place either morning or afternoon. Parents can state their preference of morning or afternoon sessions, although this cannot be guaranteed. In addition to the part-time places, we also offer a number of full-time places. Parents can apply for the 30-hour funding if they are eligible or pay for additional sessions if they do not meet the criteria. The children are gradually introduced to

the school following a parents meeting, home visit by the Nursery staff and then a visit for an induction morning accompanied by their parent/carer. If there are places available at the beginning of the Spring term, children who have turned 3 by the 31st December will be offered a part time place to begin at the start of the term. Children are admitted to Reception in the September following their fourth birthday for which parents have to apply directly to the LA.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. The 3 prime areas are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 3 prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Staff will also support children in 4 specific areas, through which the prime areas are strengthened and applied.

The 4 specific areas are:

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

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Our Early Years curriculum is designed to fill our children's world with awe and wonder. We believe that high level engagement ensures high level attainment, and so we provide an engaging, broad and balanced curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences. We introduce children to a new topic each half term which reflects the current world around them and covers a range of different themes each week. Our love of books and reading further enhances our curriculum as we believe listening to stories, poems and rhymes helps feed children's imagination, develop their vocabulary and comprehension skills to enable them to communicate more effectively.

5. Planning

EYFS staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. By observing the children and assessing their interests, development and learning, staff are able to plan challenging but achievable activities and experiences.

The Planning objectives within the EYFS are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Our 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.

Through our planning, we provide opportunities for children to revisit and review learning in order to help them remember more. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. 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.

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults." - Statutory Framework for the Early Years Foundation Stage, Department for Education, 2023

The medium-term planning is based upon a different topic each half term. The weekly planning is based upon the topic but also takes into consideration children's interests and their next steps in learning. This fostering of the children's interests develops a high level of motivation for the children's learning.

Characteristics of Effective Teaching and Learning

When planning we reflect on the different ways that children learn and reflect these in our 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

The ways in which the child engages with other people and their environment, playing and exploring, active learning and creating and thinking critically, underpin learning and development across all areas and support the child to remain an effective and motivated learner.

6. The Learning Environment

At Burnt Tree Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The EYFS classroom is organised to allow children to explore and learn securely and safely and have areas where the children can be active, quiet, creative etc. The Early Years setting has its own outdoor classroom area and the free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

7. Assessment

Assessment in the EYFS takes the form of both formal and informal observations, photographic evidence and through planned activities to identify the child's level of achievement, interests and learning styles. Staff also take into account observations shared by parents and/or carers.

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 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 upon request.

8. Inclusion

We value the diversity of individuals within the school. All children at Burnt Tree Primary School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

A Unique Child

At Burnt Tree Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates, and we reflect on these and adjust our practice appropriately. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

9. Working with parents and carers

At Burnt Tree Primary School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- **Talking to parents about their child before their child starts in our school. Home visits are carried out by the Nursery staff prior to all children starting Nursery, and by the Reception staff prior to children new to the school starting Reception.**
- **Offering both parents and children the opportunity to spend time in the Early Years setting and with their teacher for an induction visit before starting school.**
- **Providing an induction meeting for parents to meet with staff to discuss school routines, expectations and to answer any questions parents may have.**

- **Operating an open door policy for parents with any queries.**
- **Sharing regularly the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.**
- **Offering two parent/teacher consultation evenings per year.**
- **Sending a report on their child's attainment and progress at the end of their time in both Nursery and Reception.**
- **Sending out regular newsletters**
- **Developing a range of activities throughout the year that encourage collaboration between child, school and parents: This includes parents being invited to take part in termly craft sessions, Christmas productions, Easter bonnet parades, Sports Day, trips and class visits where parents are given the opportunity to come into their child's class and see their child learning.**

All staff involved within the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. 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. Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We have links with the Early Years network where Early Years staff attending regular meetings. This enables us to foster links with children attending other pre-school establishments prior to them starting at our school. Early Years staff meet with providers to discuss each individual child and their transition process into school.

10. 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:

- For children aged 3 and over in our Nursery we have at least 1 member of staff for every 13 children
- In our Reception class we comply with infant class size legislation and have at least 1 teacher per 30 pupils

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.

We promote good oral health, as well as good health in general, in the early years by talking to our children about the importance and effects of brushing our teeth, living a healthy lifestyle, and as well as having school visits from the school nurse and dental team.

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

Welfare

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.

"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." - Statutory Framework for the Early Years Foundation Stage, Department for Education, 2023

At Burnt Tree Primary School we:

- promote the welfare of children
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs

11. Intimate Care

Toilet training

Starting school or Nursery has always been an important and potentially challenging time for both children and the schools that admit them. It is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the EYFS, there is wide variation in the time at which children master the skills involved in being fully toilet trained. For a variety of reasons children in the EYFS may:

- have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning Nursery or Reception
- be fully toilet trained at home but prone to accidents in new settings
- be on the point of being toilet trained but require reminders and encouragement
- not be toilet trained at all but likely to respond quickly to a well-structured toilet training programme
- have delayed onset of full toilet training in line with other development delays but will probably master these skills during the EYFS
- have SEND and might require help (during the EYFS and beyond) with all or some aspects of personal care such as washing, dressing or toileting

Schools are not expected to toilet train pupils but will support parents with this process and reinforce it in school. Therefore, unless a child has a disability, as defined through legislation, it is expected that parents/carers will have trained their child to be clean and dry before the start of Nursery. If a child is not toilet trained at the start of Nursery and has regular toileting accidents, there may be some instances where a parent/carer is required to come into school to change their child. If a child soils him/herself in school, a professional judgement will be made whether it is appropriate to change the child in school, or request the parent/carer to collect their child for changing. In either circumstance the child's needs are paramount and he/she will be comforted and reassured throughout.

Parents should be encouraged to train their child at home as part of their daily routine and schools should reinforce these routines. Parents will provide spare pants and a change of clothes for children still having accidents along with nappies/pull ups and wipes for children still in nappies.

Burnt Tree Primary School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain. Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of safeguarding issues. Staff will work in partnership with parents/carers to provide continuity of care.

Getting help and support for toilet training

- Speak with your child's key worker in Nursery
- Speak to your health visitor
- School can make a referral to the school nurse team
- Speak to your local children's Sure Start centre
- Look at or contact 'ERIC', the children's bowel and bladder charity. They provide lots of useful information on the website to support toilet training with all children. www.eric.org.uk 0845 370 8008

Changing children

All staff within the EYFS may be asked to change a wet or soiled child that is toilet trained but may have the occasional accident. If a child has an ongoing need due to toilet training issues/medical needs then a designated person will change that particular child each day. Changing will take place in the toilet area within Nursery class, Reception class or in the medical room. Following DFE guidance all mobile children will be changed standing up, but if this is not possible a changing mat may be used on the floor or the changing bed in the medical room. Staff changing a child will wear a disposable plastic apron and disposable gloves. If staff are required to change a pull up or nappy this should be bagged and disposed of in the blue nappy bin located in the disabled changing area. Spare pull ups/nappies and wipes will be provided by the parents/carers. In the case of an isolated accident the child's wet or soiled clothes will be put into a carrier bag to take home at the end of the day.

If any marks or injuries are noticed during the changing process the member of staff will report them to the designated safe guarding officer.

12. Transition

Pre-school-Nursery/Reception

Transition from a pre-school setting to school Nursery or Reception needs to be a positive experience for children and parents. To ensure a smooth transition it is important to work with parents and the previous setting. During the home visit or induction meeting, parents should discuss how their child is settled at the current setting and the parent should notify the setting of the school their child will be attending. A meeting will take place between the pre-school setting and the school to discuss the child and to ensure all information is transferred. This information should be part of the child's learning journey.

EYFS – Key Stage 1

We want our children to experience a smooth transition from the EYFS to Key Stage 1 (KS1), so that the quality of learning is maintained to ensure children continue to make good progress. To ensure this happens there is:

- Good communication with parents so that they are fully informed about the process of transition
- Reception children are prepared during the Summer Term by increasing the amount of time spent in focused groups, whole class teaching and working independently
- Children will be given opportunities to experience playtimes in the KS1 playground
- Children will spend time in Year 1 with the teachers and LSP's
- Ensure friendship groups are maintained if classes are split.
- Year 1 staff will spend time in Reception observing and getting to know the children.
- Similar routines, expectations and activities will be continued in the Autumn term in Year 1.
- Year 1 staff will use the EYFS profile to build upon children's learning and ensure the EYFS curriculum is provided for those who have not yet achieved the ELG's.

13. Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead and SLT 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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy
Procedure for responding to illness	See first aid policy
Administering medicines policy	See supporting pupils with medical needs policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See visitor policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy