

Box CE VC Primary School
Early Years Foundation Stage (EYFS) Policy

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#) and needs to be read alongside the following policies:

- Child protection and safeguarding
- Health and safety policy and procedures
- Supporting pupils with medical conditions
- Special Educational Needs and Disability
- Reading
- Collective worship
- Complaints procedure

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

Induction

There is one intake of reception children each year in September. Parents may defer entry to the foundation stage in line with Wiltshire's Admissions Policy.

Once the local authority has confirmed a child's place at the school a letter is sent out inviting parents to an induction evening in July and their child to make a series of visits to school to ensure that they are as familiar as possible with the classroom and staff prior to starting school. These sessions also provide an opportunity for parents to visit the foundation stage classroom.

During the induction meeting an information pack shared with the parents. Home visits are carried out in September for the class teacher to begin to build relationships between home and school. They are also an opportunity for parents to ask questions, discuss any worries or anxieties they may have about their child starting school. During the home visit, the child may also share what they have done in the induction pack booklet with the teacher. The teacher will go through a second induction pack with the parents; this includes the key policies, such as our behaviour policy, letter formation and a copy of the home/school booklet and together they fill in a developmental questionnaire about the child.

As part of the induction process children will be visited in their pre-school setting by the class teacher, there will be occasions when they can join part of the existing Ash Class for afternoon activities and there will be after school sessions with the class teacher and the early year's team. These visits give the children an opportunity to get to know their new environment, meet the other children who will be in their class, start building a relationship with the class teacher and teaching assistant.

Children in the early years are not of statutory school age until the term after their fifth birthday. Parents are able to request that their child attends part-time until this time. In order for this to happen parents need to make an appointment to discuss it with the headteacher.

Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. 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

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.

Teaching

Each area of learning and development is implemented through planned, purposeful play, 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.

Whilst accepting that children in the foundation stage early years are not subject to the legal requirements in respect of Collective Worship, they attend whole school assemblies and key stage assemblies when they are ready.

Resources

A range of educational resources within the school, the grounds and the village recreation ground behind the school are used to assist children in their exploration and understanding of the world around them. The needs and interests of individual children are catered for and supported by the continuous provision and through adult interaction and the use of resources. Children have ownerships of their environment and demonstrate that they are responsible for resources by tidying them away after use and looking after them. A range of fiction and non-fiction books are available in the classroom and children are encouraged to share both reading scheme and school library books at home as well as practicing phonemes and tricky words.

The foundation stage has a very small space directly outside the classroom that is used for outdoor play. To compensate for this, daily use is made of other available play space such as the rec. for welly walks, the Willow Garden and the under-fives playground on the rec.

Assessment

At Box 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.

Entry profiles are completed with parents, during 'home visits' in the first few weeks of the autumn term. Pre-school records are a vital transition document which informs practitioners of each child's individual needs, achievements and outcomes informing the school settings 'baseline assessment' and of the next steps of each child's development.

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.

Within their first few weeks in school children will also do the Nuffield Early Language Intervention screening (NELI). NELI is a programme for children in Reception which has been found to improve children's language and early literacy skills. Children needing support with their language development will follow a language programme with a teaching assistant individually or in a small group three times a week. The NELI assessment will be repeated at the end of the year.

An end of year report focuses on the progress each child has made towards achieving the early learning goals and their next steps in their learning.

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. 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.

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

We follow [statutory guidance](#) for safety around supervised tooth brushing.

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

Monitoring arrangements

This policy will be reviewed and approved by the pupil progress and policy and curriculum committee every three years. The school has a named governor, **Claire Mills**, for the early years.

Appendix A

Parent starter pack

- Starting school Booklet
- Early Years Foundation Stage Policy
- Timetable for September
- My booklet
- Literacy and Mathematics through play
- Home visit invitation
- School uniform price list/order details
- Fixed penalty notice leaflet
- School term and holiday list
- Child protection and 'your school leaflet'
- Box Primary School 'Where to find information /'Who to contact ' sheet
- Chartwells catering information
- Box Primary School leaflet - Live, love, learn, have fun
- Box Kids information leaflet
- Beginners of A-Z of social events
- FoBS introduction letter
- Free school milk and fruit letter

Home visit pack

- Parent information 2022
- Home school agreement
- All about me booklet
- Handwriting sheet
- School Health Service leaflet
- Child protection leaflet
- Behaviour and Anti bullying policy
- Homework policy
- Attendance policy