

Godstone Primary & Nursery School



Early Years Foundation Stage (EYFS) Policy

REVIEW DATE: November 2023
REVIEWED BY: Full Governing Body
NEXT REVIEW: November 2024
WRITTEN BY: Liz Hellier

Headteacher: Nick Usher
Chair of Governors: Liam McGivern

Contents

1. Aims of the policy	2
2. Legislation	2
3. Structure of the EYFS	2
4. Teaching and learning.....	3
5. Assessment, feedback and marking	6
6. SEND support and intervention	8
7. Working with parents.....	8
8. Safeguarding and welfare procedures	10
9. Links with other policies	11
10. Appendix 1. List of statutory policies and procedures for the EYFS.....	11

1. Aims of the policy

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 children who need extra support receive it.
- 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 to guide the staff, governors and parents within the Early Years Foundation Stage team and within the school as a whole. It explains how the EYFS works and how it is structured at Godstone Primary and Nursery School.

It is based on requirements set out in the [Statutory framework for the early years foundation stage](#).

Every child is entitled to a safe and caring environment which enables them to learn. Diversity is celebrated and respected. No child is discriminated against (see Equal Opportunities, SEND and Equality policies).

3. Structure of the EYFS

Godstone Primary and Nursery School has two classes in the EYFS. The Nursery class takes children for either 15 hours at the beginning of the week (all day Mondays and Tuesdays and Wednesday mornings); 15 hours at the end of the week (Wednesday afternoons, all day Thursdays and Fridays) or 30 hours (all week). The Nursery takes a maximum of four two-year-olds and 26 three or four

year olds at any one time. Children may start in Nursery the term (September, January and April) after their second or third birthday, or any term after that.

The Nursery day is from 8:45am to 2:45pm (6 hours), however, parents may choose to pay for an additional 30 minutes at the end of the day to tie in with the main school hours. Two-year-old children are either FEET (Free Early Education for Two Year Olds) funded or parents may pay. Three and four year olds are either funded for 15 or 30 hours depending on parents' eligibility. Parents may pay for the additional 15 hours if they are not entitled to the 30 hours. See the Nursery Admissions Policy for more details on admissions and charging.

The Reception class takes children from the September after their fourth birthday. Children are encouraged to attend full time after the initial staggered entry of up to three weeks.

4. Teaching and learning

The early years at Godstone Primary and Nursery School follows the curriculum (educational programmes) as outlined in the latest version of the [Statutory framework for the early years foundation stage](#). The educational programmes are taught through topics, routines, direct teaching and the continuous provision of an enabling environment.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

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

The school vision of *Inspirational Learning for Life* lies at the heart of the EYFS curriculum at Godstone Primary and Nursery School. It is designed to provide the foundational knowledge and understanding the children require for key stage one, the rest of their schooling and their lives as adults. The learning is built sequentially from the children's starting points in Nursery or Reception and is built on by the learning that takes place in years one to six in the national curriculum subjects. However, it is also recognised that children learn in fluid and flexible ways which staff skilfully support to ensure the children make secure links and take the next steps in their learning.

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 three 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, liaising with the SENDCo and 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.

The Nursery and Reception classes follow a long-term yearly plan that details the topics, key texts and enrichment activities for each term or half-term. Nursery follow a two year plan as some children may be attending the nursery for more than one year.

The Nursery and Reception teams follow a medium-term half-termly plan detailing the focus for each week's whole class, group and independent activities across the seven areas of learning. The teaching to take place in routines is also identified and continuous provision plans are in place for different areas of the learning environment both inside and outside.

Weekly and/or daily plans are created in response to previous learning and shared with the relevant team. These include specific learning objectives for whole class and group activities. Specific group activities, challenges or provocations in the environment are planned to enable staff to encourage and strengthen the learning taking place.

The oldest children in Nursery (those in their final year of Nursery) are taught the 'Foundations for Phonics' using the Little Wandle Letters and Sounds Revised resources. Reception use the Little Wandle Letters and Sounds Revised planning for the teaching of phonics and reading practice groups. Reception use the Mastering Number materials as a basis for whole class mathematics teaching, group mathematics and some independent activities.

4.2 Teaching

Play underpins all development and learning for young children. It is through play that they develop intellectually, creatively, physically, socially and emotionally. Through their play, children learn at their highest level, because they are enjoying what they are doing and are in control of their learning.

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. Staff understand the children's starting points and plan the next steps in their learning based on these. They address gaps in their experiences and plan a wide range of activities to develop the children's cultural capital.

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 one.

Teaching in the early years is a broad term that covers many different types of interactions including:

- Whole class learning e.g. music, phonics, circle time, dance.
- Group activities led by an adult e.g. art, science, reading.
- Group activities led by the children e.g. bingo games, puppet shows.

- Independent activities initiated by the children or by an adult with an enabled environment to support learning with or without an adult present e.g. play dough with ten cake cases and a selection of matchsticks for candles to support and develop mathematical understanding; obstacle course to develop physical strength and coordination with a stopwatch to time each other.
- Routines e.g. counting the children whilst lining up for lunch; washing hands before snack.
- Adult led and child led play e.g. retelling stories; exploring gravity with water and cars.
- Setting challenges and provocations for the children to explore e.g. maths investigations; natural materials.

The role of the adult is to promote and develop the child's learning through modelling, questioning, explaining, demonstrating, encouraging, exploring, recalling and providing a narrative to what the child is doing. This is teaching in the early years.

The use of language and the development of vocabulary is crucial for the children's development. Adults model the everyday language that the children should be using whilst introducing new language that the children should acquire within the next two years, alongside more ambitious vocabulary that they will learn to use over many years.

Teaching takes place inside and outside. Both areas are seen as equally important and all adults teach the children inside and outside. The outside area is used to teach on a bigger scale with resources that may not be practical inside e.g. tyres, large-scale water play.

Behaviour

Personal, Social and Emotional Development (PSED) is one of the core areas of learning in the early years. The children are taught to interact with their peers and adults both in and out of school appropriately, showing good behaviours. The early years follow the whole school policy for behaviour, adapting it where necessary to reflect the age and abilities of the children. The school core values (respect, responsibility, compassion, ambition and pride) are used as a basis for positive recognition, however, the vocabulary may be simplified. The children are praised for showing the right behaviours and any inappropriate behaviours are addressed sensitively with the child to enable them to develop their PSED learning.

The Wider Context

The Nursery and Reception classes are an integral part of the whole school.

The Reception children join the rest of the school for some assemblies from January onwards. They also join the rest of the school outside at lunchtimes once they have settled into school. They do not join the school for playtimes mid-morning as they have access to outside during their morning learning activities.

The local area is used as an important learning environment including visits to the local shop, churches and library. Both classes go on a trip linked to their topic in the summer term. A wide range of visitors also come into the early years to share their knowledge and experiences including musicians, fire fighters, police officers and health care professionals.

Key Person

At Godstone Primary and Nursery School the children in the Nursery are assigned a key person which may be the class teacher or one of the teaching assistants. The children work in key person

groups for 'sharing time' and some groups activities. This enables them to be with a consistent member of staff and develop appropriate attachments to an adult who knows them well.

The key person may also support the 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.

See Nursery Key Person Policy.

In the Reception class, the class teacher(s) is/are the child's key person. In both classes the class teacher is responsible for planning and assessment. We acknowledge that some children will naturally develop stronger relationships with one adult within the class and therefore regular communication between all the adults is crucial to enable each child to reach their full potential whilst feeling safe and secure.

5. Assessment, feedback and marking

At Godstone Primary and Nursery 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 and to develop the child's next steps. Staff also take into account observations shared by parents and/or carers.

Children are observed throughout the day in a range of contexts. When the adults are teaching the children, through direct adult-led teaching and through play, they are observing what the children are doing, saying and demonstrating. This enables the adults to identify what the children can do and their next steps. Only significant learning is recorded to help prompt the class teacher in their assessments and future planning and to share with the parents.

Staff ensure all children are making good progress by knowing more, remembering more and they are able to do more.

At Godstone Primary and Nursery School, we use the online learning journal 'Tapestry' to record the children's learning and 'wow' moments. Tapestry allows the adults to take photographs and videos that are then annotated to record the significant learning that has taken place. The comments may be made by the adult observing or by the child themselves. The child may explain their learning to the adult during the session or they may share it with the whole class at the end of the session whilst an adult records what they say. When a child reviews their learning at the end of a session this can cement their learning, inspire others and allow others to ask questions to help the child think more deeply about their learning.

The children's learning during adult directed activities may also be recorded on group assessment sheets during or after an adult has been working with a child in a group. These specifically relate to the learning objective for that group activity. Whole class assessment sheets are used where comments or shorter notes, usually in a whole class or large group situation, are recorded. Tick sheets may also be used when a child is being assessed against specific criteria e.g. number, phonics or shape recognition.

Evidence of the children's learning will come from a range of sources including the teacher, parents, child, teaching assistants, mid-day supervisors and other adults in school. The teacher's knowledge of the child from all of these sources is used to record the stage that the child is working at on Sonar Tracker on entry to the class and at the end of each term. This data is analysed and a report is submitted to the head teacher and governors.

All children are assessed within six weeks of starting in Nursery or Reception and their attainment is recorded for the previous term on Sonar Tracker. Children are assessed, using a 'best fit' approach, as working below, just at, securely at or above age related expectations on Sonar Tracker three times a year (end of Autumn, Spring and Summer terms). Children who are in their final year of Nursery or in Reception are assessed against all seventeen aspects. Children who will remain in Nursery for another year are only assessed in the prime areas. The children's progress is assessed using the data on Sonar Tracker as well as informally by the class teachers.

Children who have specific needs may be assessed using the statements on Sonar Tracker, against the SEND profile of need document or other specific SEND assessments e.g. occupational therapy, Early Language Child Monitoring Tool.

Children in Reception are also assessed half-termly using the Little Wandle Letters and Sounds Revised assessments.

Marking and Feedback

Marking and feedback on the children's learning is always given verbally. Written or recorded learning may be 'marked' with a tick, stamp or initials to show which adult they have been working with but to enable feedback to be meaningful and relevant it is always given to the child verbally. This enables them to see the positive things they have done and also areas to develop whilst they are learning.

Where appropriate, the school's policy of 'Purple Praise and Green for Growth' is used to mark learning that has been recorded on paper. Purple ticks are made against the learning objective, and areas to be worked on are underlined in green. A comment may be written in purple to recognise success against the learning objective and another comment may be written in green to denote an area for growth. This is primarily for the benefit of the parents so that they can identify the strengths and next steps for their child's learning in a specific area. This will also be fed back to the child verbally. Stamps are also used to show children what they need to remember in their written work towards the end of the Reception year e.g. finger spaces, full stops.

Statutory assessments

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the three 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 six 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 ('expected')
- 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 and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. SEND support and intervention

At Godstone Primary and Nursery School we understand the unique nature of every child. The children are observed and assessed throughout the day and any child who may require additional support is identified early. Support may be given in a variety of ways:

- Adult support to understand and use language or complete tasks.
- Adult support to develop PSED skills and/or behaviour.
- Specific interventions to support identified needs e.g. occupational therapy, speech and language, phonics.
- Visuals to support routines or tasks e.g. individual timeline.
- Visuals to support transitions e.g. now and next boards.
- Additional resources e.g. fiddle toys.
- Developmentally appropriate resources e.g. easy grip scissors.
- Adaptations for physical impairment e.g. supported chairs.
- Sensory support e.g. quiet space.

Any children identified as requiring ongoing additional support are placed on the class provision map with targets identified to support their next steps. The SEND profile of need is used to identify the support in place and areas for additional support.

Children are discussed with the SENDCo and referred to additional services and support as appropriate. Parents are partners and any additional support is discussed with parents.

7. Working with parents

We recognise that 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 both informally and formally. All parents have a consultation in the autumn and spring term. At the end of the academic year, the teacher produces a written report and at the end of Reception this also includes the child's progress against the Early Learning Goals. The two-year-old progress check and EYFS profile, alongside meetings and Tapestry, helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, progress, understanding and abilities.

'Tapestry' is an online learning journal that enables parents to have access to all of their child's observations. Parents are encouraged to comment on these observations and to add their own observations to share their child's learning at home with the school. Parents receive a weekly update on the learning that has taken place at school. It gives suggestions for activities that parents may like to do at home to secure, continue or expand the learning.

All children in the Nursery and Reception classes are given an orange home link book. This is where both school and home adults can share any messages. In Nursery, it may be used to record how long the child slept for or any toileting needs they may have had. In Reception, it is also used as a reading record book for parents and school staff and to record reading that has taken place with the child.

Reading for pleasure and a love of books is encouraged in Nursery and Reception with all children being invited to take a sharing book home each week. The children can share this book with their families and return it for a new one the following week.

Children in the Reception class are given a reading book to take home and share with an adult (usually just before the autumn half-term). The children also take phonics sheets home to share with parents alongside phonics cards to practise recognising the graphemes and tricky words at home. During the year the parents are advised on how they can support their child's learning in parent meetings e.g. phonics and reading, wider curriculum.

Parents in Reception are invited into school for monthly reading or maths mornings/afternoons. The parents are given the opportunity to work with their child on reading or maths activities, which enables the parents to see how the children are learning in these areas.

Parent helpers are welcomed into the Reception class from the second half of the autumn term. They are encouraged to join in with child initiated sessions as well as working with groups and individuals.

Transitions into Nursery

The wellbeing of a child is key to their learning and the most effective learning takes place when children feel secure, valued and confident. At Godstone Primary and Nursery School we understand the importance of visiting every child at home to meet both the parents and children in a familiar setting. At this meeting we find out the needs and interests of the child and answer any questions the parents may have.

Alongside a home visit, the children and parents are also invited to a 'stay and play' session to get to know the environment and adults in the Nursery. Children may begin with a staggered start and build up to their full hours if this is deemed appropriate by parents and staff for individual children.

Parents are welcomed into the Nursery classroom at the beginning of every day to enable informal discussions about their child's development and learning. This also allows any small worries or concerns to be shared.

See Nursery Admissions Policy.

See Nursery Settling In Policy.

Transitions into Reception

Attending the Nursery at Godstone Primary and Nursery School does not have any bearing on whether a place in the Reception class will be gained.

The majority of children transfer from the school's Nursery class into the Reception class at Godstone Primary and Nursery School. This smooth transition between Nursery and Reception enables the children to continue their learning in an environment that is familiar to them and with adults that they already know, and that know them. In the summer term, the children engage in activities and story time sessions with the Reception teacher(s) and in the Reception classroom.

Children who attend a different nursery or pre-school setting are visited by the Reception teacher(s) in their pre-school setting to enable them to meet their teacher(s) in a setting they are familiar with. The teacher(s) also meets with the child's key person to ensure all information is shared before the child starts school. Children who have not attended Godstone Primary and Nursery School Nursery class also receive a home visit during the first week of the autumn term to meet the new teacher(s)

and teaching assistant in their own home. This helps the child to get to know the teacher(s) and gives the parents an opportunity to meet the staff and share important transition information.

There is a full induction programme into Reception for both children and parents. This includes:

- A tour of the school.
- A general meeting about the school and EYFS curriculum, with the headteacher, EYFS lead and class teacher(s). Other key members of the school community are also introduced.
- Taster sessions for children to visit the class to play and meet the teacher and other children who will be in their class.
- Home visits for children who are new to Godstone Primary and Nursery School.
- Meetings in school for children who attended the school's nursery class.

We understand that parents are the first and most enduring educators and aim to work with them to ensure their child develops in the best way possible.

8. Safeguarding and welfare procedures

Every member of staff is fully trained in safeguarding children and child protection. There is always a member of staff in the EYFS who has a two-day paediatric first aid qualification. First aid kits and further trained staff are available in the school office. A telephone is available in the Nursery and Reception classes to gain assistance if necessary.

Every child has a free piece of fruit or vegetable available to them at snack time and the children bring water to school to drink throughout the day. Nursery children may also be offered toast as a mid-morning snack. Milk is available free to three and four year olds and subsidised once the child turns five. The children wash their hands throughout the day and always before snack times and lunch.

We promote good health, including good oral health, in the early years in a range of ways including:

- Using the 'Catch it, Kill it, Bin it' approach.
- Instructing children to cough or sneeze into their elbows when no tissue is immediately available.
- Frequent handwashing.
- Hygienic food handling e.g. snack time, cooking.
- The effects of eating too many sweet things.
- The importance of brushing your teeth e.g. through role-play and non-fiction texts.
- The importance of exercise and the effects it has on our bodies.
- Role-play e.g. looking after babies.

The children are taught to take care of their own health when toileting and the importance of washing their hands after specific activities e.g. gardening, handling minibests, painting.

See Nursery Nappy Changing Policy for details around self-care.

A visual risk assessment and check of equipment is made daily by a member of staff. There are risk assessments for both the indoor and outdoor learning environments. These are annotated with near misses and any accidents that may happen.

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

9. Links with other policies

This policy links to the following policies and procedures:

- Assessment, Feedback and Marking Policy
- Curriculum Policy
- Educational Visits Policy
- Equality and Equal Opportunities Policy
- Individual Subject Policies
- SEND Policy
- Teaching and Learning Policy
- Nursery Key Person Policy
- Nursery Nappy Changing Policy
- Nursery Settling In Policy
- Nursery Admissions Policy
- Admissions Policy

10. 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 first aid policy
Emergency evacuation procedure	See health and safety and emergency procedure policies
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 and attendance policy (first aid)
Procedure for dealing with concerns and complaints	See complaints policy