



Hebden Royd C.E. (VA) Primary &  
Nursery School

# Early Years Foundation Stage (EYFS) policy

**Approved by:**

Headteacher &  
Governing Body

**Date:** November 2021

**Last reviewed on:**

November 2021

**Next review due by:**

November 2024

# Contents

1. Aims
  2. Structure of the EYFS
  3. Curriculum
  4. Assessment
  5. Working with parents
  6. Safeguarding and welfare procedures
  7. Monitoring arrangements
- 

## 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 Hebden Royd, our Early Years provision consists of a Reception Class and pre-school. The school has a PAN (published number to admit) of 15 children for our reception class; the remaining spaces within the setting are taken up by pre-school children: this is for children who turn 4 years old in that academic year; any remaining spaces may be offered to younger 3 year olds (Rising 3's).

Our Nursery children and Reception children share two large rooms for their sole use as well as a nursery yard. The EYFS has constant access to our large back playground including a mud kitchen, football pitch and various climbing apparatus. The nursery is open term time between the hours of 8:50am – 3pm.

## 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**

The EYFS at Hebden Royd provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Hebden Royd look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. 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.

#### **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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

### **5. Assessment**

At Hebden Royd, 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. This is all shared on Class Dojo.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, May 2021).

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 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

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Hebden Royd, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Hebden Royd attend.

At Hebden Royd we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open-door policy – however, we ask that parents leave their child once settled and the register is taken (9a.m.); this ensures a smooth start to the day for all children and helps with self-regulation and building resilience
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling and taster sessions
- Meeting with parents of Reception children regularly to discuss progress
- Through the use of Class Dojo, an online learning journal which parents can access at home
- Encouraging parents to make use of the home/school communication book which is looked at daily by an EYFS staff member
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

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.

Each child in Nursery is assigned a key person, Mrs Beevers, who helps to ensure that their learning and care is tailored to meet their needs. Mrs Beevers supports parents and/or carers in guiding their child's development at home. Mrs Beevers also helps families to engage with more specialist support, if appropriate.

## 7. Safeguarding and welfare procedures

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. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

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 the Headteacher every 2 years.

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