



Early Years Foundation Stage Policy

Responsibility for monitoring this policy: Mrs A Price

Review Annually
(or in response to changes in legislation)

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Proposed by the Acting Headteacher

Mrs J. Cook

Approved by Governing Body

Mrs Claire Roberts (Chair of Governors)

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“ All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

(Early years foundation stage statutory framework for groups and school providers, 2024)

'At Amblecote We Achieve because in our Pupils we Believe'.

Our Vision

At Amblecote we have high expectations for all our pupils and aim to ensure that every child has the necessary tools to succeed. We believe that a strong start in the EYFS lays the foundation for a successful educational journey.

Creating a caring and nurturing environment is at the heart of everything we do. We understand the importance of providing a safe and supportive space where our children can explore, learn and grow. Our dedicated staff, each highly qualified and experienced, bring their own unique attributes to the classroom, ensuring that every child's unique needs are met.

We firmly believe that a positive parent partnership is key to a child's success. We value the role parents and carers play in their child's education and are committed to working together. We encourage open lines of communication and welcome your input and involvement in your child's learning journey.

We pride ourselves on early identification of any additional needs our children may have, ensuring the appropriate support is put in place from the very beginning. By working closely with outside agencies and specialists, we can provide tailored interventions that enable all our children to thrive.

At Amblecote we place a big focus on developing language and communication skills, as well as personal and social emotional development. Our aim is to empower our young learners to become confident, resilient, independent learners who have a voice. We encourage them to express their thoughts and ideas and instil in them a belief in their own abilities.

As we move forward, we will continue to provide a rich and engaging curriculum that offers a wide range of learning opportunities. Our EYFS team are committed to ensuring that every child reaches their full potential, and we are constantly seeking ways to improve.

Our Values

Our core values are important to us and are developed through everyday conversations, as well as explicit teaching.

Friendship:

- Sharing with each other
- Taking turns
- Positive interactions
- Looking after each other
- Kind and Caring

Kindness:

- Being sympathetic and showing empathy
- Helping other people
- Saying nice things

Resilience:

- Have a go and keep trying.
- It's ok to make mistakes.
- Bouncing back after difficulties.
- Being happy for others when things do not go our way.

Respect:

- Listening to others speak.
- Understanding each other's differences.
- Being polite and demonstrating good manners.
- Treating others as we would wish to be treated.
- Looking after our school and our equipment.

Honesty:

- Making the right choices.
- Admitting our mistakes
- Reflecting on our words and actions.

Pride:

- Achieving our goals
- Taking pride in the presentation of our work.
- Celebrating our achievements individually and collectively.

Aims

The policy aims to ensure:

- That the children access a broad and balanced curriculum that gives the broad range of knowledge and skill needed to progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child is left behind.
- Close partnership working between practitioners and with parent/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That children are provided with a secure, structured, caring and well-resourced learning environment which meets all the individual needs of our youngest learners in school to enable them to become confident, motivated and happy learners developing the skills and attitudes necessary for their own successful future learning.

2. Legislation

This policy is based on requirements set out in the Statutory framework for the early years foundation stage effective from January 2024.

[EYFS statutory framework for group and school based providers.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/eyfsw-2021.pdf)

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. The EYFS at Amblecote Primary School consists of a Pre-school and two reception classes.

Reception

Our school admission number for reception is 45, we have two qualified teachers who lead this group and 2 level 3 Teaching Assistants. The Local Authority co-ordinates all admissions into Reception, following our admissions policy.

During the summer term, prior to starting school, children who will be joining the school in September will be invited into school for taster sessions as part of a transition programme. There will be home visits from the reception class teacher and teaching assistant to talk about the children with their parents/carers to ensure a smooth entry to school.

During the summer term, children in reception will take part in a transition programme to support their move into Year 1.

Start and finish times Reception:

Reception	8:45am-3:15pm
Reception lunchtime	11:45am until 12:45pm

Pre-School

Amblecote Pre-School runs under Section 27 Community Powers within the Amblecote Primary school's site. Our priority is to give places to children aged three and over who qualify for early education funding. Our waiting list is arranged in order of date of birth, not date of application, considering all other relevant priorities (please see admissions policy).

Amblecote Pre-school has a 24-place morning session and a 24-place afternoon session.

We currently offer 15 hours funding over five morning/ five afternoon or two and a half day sessions. We also offer 30-hour places to accommodate working parents; these places are reviewed on a regular basis.

Staff incorporate Pre-school Manager, Deputy Manager and SENCO, morning classroom assistant and afternoon classroom assistant.

We allocate up to ten Rising 3 places, in Autumn Term, these will be children that are due to turn three in the subsequent term. They will contain a mixture of Time for Two funded places and paying places. These places will only be offered when numbers are not at a maximum for three- and four-year olds.

Parents/carers and their child are warmly invited to view Amblecote Pre-school.

If they wish to apply for a place at Amblecote Pre-school, they need to complete an application form, which will be held on file.

An induction session is booked the term before the child starts. Further play sessions are booked after the induction and this enables the child to meet all the staff, their new friends, explore the surroundings and for parents/carers to ask any further questions that may have arisen.

Attendance at Pre-school does not guarantee the child a place at Amblecote Primary School or give any advantage to this child in the Primary school's Admissions process. However, if your child does get a place at Amblecote Primary school we will facilitate a transition programme to support their move to reception class.

Children that transition to other schools will also receive a transition programme including a handover to their new school.

Start and finish times for Pre-school sessions:

30 hour/all day children	8:45am-3:30pm
Lunchtime	11:40am until 12:30pm
Morning session	8.45am- 11.45am
Afternoon session	12.30pm-3.30pm

Pre-school operates a flexible finish and children can be collected from 3.15pm to 3.30pm.

Please see Amblecote Pre-school terms and conditions for Fees and funding charges payable half termly.

Snack Arrangements

Children in the Reception Class are provided with a carton of milk and a piece of fresh fruit funded by a government initiative. Children are required to bring a water bottle to school daily. In line with the school's healthy eating policy, this must only be plain water, although Reception children are permitted to bring squash for their drink at lunchtime.

Any staff who are involved with the handling and preparation of food, hold a relevant food hygiene qualification. Children have opportunity to have a shared snack time daily in which all the children sit down together to eat their snack. This is facilitated by the practitioners, who will also be teaching key skills such as opening cartons and using good manners.

4. Curriculum

The EYFS curriculum at Amblecote is based on three core elements.

EYFS principles: There are 4 key principles which shape the Early Years practice. These are Unique child, positive relationships, enabling environments and learning and development, which all hold equal importance.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children **learn and develop well in enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

(Early years foundation stage statutory framework for groups and school providers, 2024)

Characteristics of effective learning:

Adults reflect on and adapt learning based on how best the individual children in their class learn using the three characteristics:

- **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 Areas of Teaching and Learning

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected sections. 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 3 **prime areas** are:

- **Communication and language**
 - Listening, attention and understanding
 - Speaking
- **Physical development**
 - Gross motor skills
 - Fine motor skills
- **Personal, social and emotional development**
 - Self-regulation
 - Managing self
 - Building relationships

The prime areas are strengthened and applied through **4 specific areas**:

- **Literacy**
 - Comprehension
 - Word reading
 - Writing
- **Mathematics**
 - Numbers
 - Numerical patterns

- **Understanding the world**

- Past and present
- People, culture and communities
- The natural world

- **Expressive arts and design**

- Creating with materials
- Being imaginative and expressive

We also recognise that language is central to all development, hence this is at the forefront of all our provision across the EYFS. We have several staff who are trained in Early Language programmes right across our EYFS, as a result we are able to identify any children who are finding it difficult to access the curriculum, and then use intervention programmes as appropriate.

Children across our EYFS will have access to a stimulating indoor and outdoor environment, which is organised to allow maximum independence but also to foster the characteristics of effective learning.

5. Planning

Our long-term overview provides key themes and texts which will help expand the children's knowledge and understanding of different topics. Medium term plans sequence knowledge and skills for each half term and identifies activities for each area of the curriculum.

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.

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.

6. Teaching and 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.

As children grow older, there are still opportunities for child-initiated play, but there is also increased time spent participating in structured group work. This is always in a developmentally appropriate way and helps support the children in reaching their full potential by the end of the reception year and prepare them for the more formal learning as they move onto the National Curriculum in Year 1.

7. SEND

In the EYFS, like the rest of the school, we are committed to offering an inclusive curriculum and care to ensure the best possible outcomes for all our children, whatever their needs or abilities. We also recognise the importance and impact of early intervention, which is why our Early Years practitioners are expected to raise any concerns as soon as they arise. We have a designated SENDCo, who is fully involved in this process and parents/carers are kept informed at every stage. We ensure that our staff are trained in a range of intervention programmes, including but not exclusive to, Wellcomm, Colourful Semantics, Get Moving and Talk Boost. Each intervention programme has a set criterion for screening and the intervention is completed based on these results. For more information on SEND, refer to SEND Policy.

English as an Additional Language

For children whose home language is not English, we may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1.

8. Assessment

We recognise that the most powerful form of assessment in the EYFS, is the practitioner's knowledge of the child. With this in mind, we believe in providing extended periods of time where staff can interact with the children in a purposeful way. The assessment systems in place are to mark significant moments in a child's development and should not involve unnecessary evidence. Significant moments 'Wow moments' are shared with parents on Class Dojo.

At Amblecote, 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, for example by using wow moments and Class Dojo.

Development Matters (September 2023) which is used throughout our EYFS, helps to inform

practitioners of the typical development of a child at different ages and stages of development, and whilst staff use this as a reference guide, it is by no means used as a checklist for the children. Through using this guidance, staff can quickly identify any children who are at risk of falling behind and take immediate action to support.

On entry to every year within the EYFS, the staff will undertake a baseline assessment. This is generated using a variety of different sources, including observations of the child, professional judgement, and reference to Development Matters. This baseline is then used to help shape the provision on offer for that child.

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 (ELGs), indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

If a child has achieved the expected level in all the prime areas along with Literacy and Mathematics, then they will have achieved a Good Level of Development (GLD). This provides a good indication of their readiness to move into Year 1. The profile is moderated internally (referring to the Development Matters guidance) and often in partnership with other schools locally, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and results are shared with parents and/or carers for their child.

9. Working with Parents

Parents/Carers are a child's first educators and developing a strong partnership with them in the Early Years, ensures children get the most from their education. We put lots of measures in place to quickly establish a relationship with our parents/carers.

We operate an 'open door' policy in which parents/carers can always speak to a member of staff at the end of every day. Alternatively contact with staff can be made via telephoning the school or sending a message on Class Dojo.

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. In reception the child's key person will be their class teacher. Our home/school link is also fostered through our use of Class Dojo.

Parents/carers are actively encouraged to share achievements from home which can then be discussed in school. Parent/carer workshops feature heavily throughout our EYFS provision. These workshops range in topics from early reading and phonics to mathematics and handwriting. Over the year there are some set workshops which are covered, but we keep our approach flexible to ensure we can incorporate new workshops which may be

topical to a particular cohort of children.

Weekly Talk Newsletters are shared on Fridays to allow children to talk about their learning at home.

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. Information is shared during twice yearly parent/carer evenings, when parents and/or carers meet with their child's class teacher and are given opportunity to look at their child's learning journal (reception class).

10. Safeguarding and Welfare Procedures

Our EYFS safeguarding procedures are in line with school's Child Protection and Safeguarding Policy.

In addition to this, staff within the EYFS have regular supervision meetings with the EYFS phase leader/ Pre-school manager. This provides staff with an opportunity to discuss any issues, identify solutions to address issues that arise and receive coaching to improve their personal effectiveness.

Risk Assessments

Due to the nature of the curriculum in Early Years, risk assessments are an integral part of the everyday practice. Whilst a yearly risk assessment is completed for the large outdoor equipment and any electrical equipment, daily risk assessments also take place. The intention of these is to identify any immediate risks both indoors and outdoors which could cause harm to the children and take appropriate action to minimise or eliminate these risks. If a significant risk is found, staff inform the phase leader and site manager.

All staff who bring a personal mobile phone into school are expected to keep these within a closed cupboard within the classroom, and in line with the school's online safety policy, only use these in designated areas within school and only in the absence of pupils e.g. – the school staff room or a school office. Mobile phones are prohibited from use in the classroom when the children are present.

Smart Watches can be worn but notifications must be turned off. These must be removed during routine intimate care of a child. All staff must make another staff member aware when changing clothing, nappies, pull-ups, or aiding children with cleaning after the toilet.

Oral Health

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 and the importance of brushing your teeth. We also have visits from a school nurse who leads discussions and play based sessions promoting healthy choices, for example handwashing and healthy eating.

Medicines

No prescription medicines will be administered unless prescribed for a child by a doctor, dentist, nurse or pharmacist. Robust systems are in place for obtaining and updating medical information for pupils. For those with more complex, ongoing medical needs (i.e. allergies), key workers will work in close partnership with the child's parents, or guardians, and with the school nurse or the child's health visitor to devise a personalised Healthcare Plan.

Accident and injury

Parents/guardians will be informed of an accident or injury sustained by the child on the same day as soon as reasonably practicable after and of any first aid treatment given. All permanent members of EYFS staff have up to date Paediatric First Aid training.

11 Monitoring Arrangements

This policy will be reviewed by the EYFS Co-ordinator every two years or as legislation/guidance requires. At the review the policy will be shared with the Pre-school Care Committee and the Governing board. Ensuring the "EYFS Statutory Framework" is being fully implemented, monitoring the standards of children's learning through play and work, and the quality of teaching is the responsibility of the EYFS Co-ordinator and the Pre-school Manager. The EYFS coordinator encourages and mentors EYFS practitioners, informing them about current developments and new initiatives and promoting the profile of the Early Years throughout the School.