

*At Holme Junior & Infant School,
we empower every individual to be
resilient and independent lifelong learners,
who value and respect their environment,
developing high aspirations
to reach their full potential.*



HOLME JUNIOR & INFANT SCHOOL

Headteacher: Mr. Damien Bond

Early Years Foundation Stage Policy

Document Status			
Date of Next Review	December 2025	Full Governing Body	
Success Criteria for review completion	All docs read and amended as necessary.	Responsibility	Chair of Governors
Date of Policy Creation	November 2023	Name	James Piggott
Date of Policy Adoption by Governing Body		Signed: (Governor responsible) Signed: (Headteacher)	
December 2023			
Method of Communication (e.g Website, Noticeboard, etc)			
Website, Server, Policy File in Office			

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.”

DFE EYFS Statutory Framework

Holme Junior and Infant School will comply with all current legal requirements contained in the Early Years Foundation Stage statutory framework.

Intent

Our intent for Early Year Foundation Stage (EYFS) at Holme Junior and Infant School is to inspire, engage and enthuse our pupils to be resilient and independent learners so that they become creative and aspirational thinkers. It is important that our children feel happy, safe, secure and cared for within an enabling and nurturing environment.

Before children start at Holme Junior and Infant school, staff make regular visits to Pre School settings to help build valuable relationships with the children, ensuring a smooth and confident transition in September.

Holme Junior and Infant School is at the heart of the community. We take part in many community events, giving children a sense of belonging and understanding of their locality. Our high-quality provision areas both indoors and outdoors ignite curiosity and enthusiasm and promote the development of skills needed to learn, form relationships and thrive. These areas include construction, mud kitchen, creative area, sand and water and many more. High aspirations are instilled in our pupils from a very early age and pupils' self-belief and ownership of learning allow them to take risk and develop resilience.

Our aim on leaving Reception is that children are:

- Confident learners, who are resilient and willing to take risks.
- Positive about their learning and are able to self-regulate.
- Able to effectively express themselves.
- Able to form positive relationships and work collaboratively with others.

Implementation

Our approach is implemented through our EYFS curriculum. All areas of the EYFS curriculum are followed and planned for to ensure there is a broad, balanced and progressive learning environment and curriculum. The children learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum.

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our learners are encouraged to explore, take an active part in their learning, and use their creative and critical thinking through a range of purposeful and engaging activities, both indoors and outdoors.

We love to learn through play and activities are based around the children's interests and fascinations so that children have ownership of their learning. Play is enhanced through meaningful interactions with highly effective practitioners to ensure that the development of the whole child is supported and extended. All adults in EYFS are

highly skilled at furthering the children's development through open ended questioning and they have excellent knowledge of the children's next steps so that they can facilitate opportunities and extend learning within the moment that is personal to each child. The provision both indoors and outdoors encourages independence so that children can access and select a range of creative materials, from junk modelling to our home corner.

Impact

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. We measure the percentage of pupils achieving age related expectations throughout the academic year, put supportive interventions in place if and when needed. Class teachers use observations to make formative assessments which inform future planning for adult-led activities and ensure that all children build on their current knowledge and skills at a good pace. This ensures that children make good progress from their starting points. The impact of our Early Years approach is that children become independent and curious thinkers who carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Curriculum:

Our Early Years Foundation Stage follows the curriculum as outlined in the latest statutory framework of the EYFS.

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

Assessment and Reporting

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.

Reception Baseline Assessment (RBA)

The reception baseline assessment (RBA) – essential for building a fairer progress measure for primary schools – is an assessment that must be administered in all primary, infant and first schools in England to pupils attending

reception classes. It became statutory from September 2021. The assessment is short (the majority take less than 20 minutes to administer), interactive and practical, covering early mathematics, language, communication and literacy. Pupils use practical resources to complete the tasks and teachers record the results on a laptop, computer or tablet. Teachers will administer the assessment in normal teaching time, recording the outcomes digitally. It should sit alongside the important activity that takes place during the first term of Reception.

School Baseline Assessments will be completed in Reception and are based on:

- Home visits / nursery visits
- Observation
- Adult-Led activities
- Enhanced provision
- Discussions with parents / carers

Baseline assessments should be completed in the first six weeks of reception. From baseline assessments, GLD projections should be completed in Reception and tracked throughout the year.

At the end of Reception all children will be assessed against the ELGs as Emerging or Expected for each of the 17 aspects of learning as set out in the EYFSP. Judgements should be made in accordance with the profile handbook and judgements will be moderated both in-house and at central moderation events.

GLD (good level of development)

Achieving GLD by the end of Reception relates to children who have achieved at least 'expected' in all of the prime areas of learning as well as reading, writing and maths. Parents and carers are informed whether their child has reached a GLD in the end of year reports but conversations will have been had prior to parents receiving this information should there be any concerns about children not meeting a good level of development.

Ongoing Assessment in EYFS

Children's progress and attainment is tracked against Development Matters age related statements for the 7 areas of learning (prime and specific), and the characteristics of effective learning (CoEL). These judgements are based on evidence gathered through observation of children's play/learning, independent work and planned adult led tasks.

EYFS staff use Seesaw to evidence learning, particularly those areas of learning that can be harder to capture such as communication and language. EYFS staff will track children's progress using Development Matters statements and will moderate to ensure consistency of judgements across both classes. Teachers will then use this information to inform judgements of summative assessments.

Working with Parents/Carers

We value parents as partners in the children's learning and use Seesaw to record photos, observations and comments and to capture and capitalise on the children's achievements.

Safeguarding and welfare arrangements

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.

We have at least 1 person with a current paediatric first aid certificate on the premises and available at all times when children are present, including on outings. This 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 children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Encouraging healthy meals and snacks
- Providing children with a daily healthy snack and regular access to water
- Healthy bodies is also covered through PE sessions linked to exercise

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

Conclusion

We will provide high quality Early Years education and care in accordance with the statutory requirements and guidance for EYFS. This will build a secure foundation for children's future learning and support each child individually to fulfil their own potential.