

Shelton Infant and Nursery School

Early Years Foundation Stage (EYFS) policy

Shelton Infant School

Approved by:

Shelton Infant School
Governing Body

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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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

The Early Years at Shelton Infant School is able to accommodate 26 children per day in our on-site Nursery and 70 children in Reception. Children in Nursery can get up to 30 hours free, please click [here](#) for more information. The Reception places are in 2 classes of 30 and 1 mixed class of 10 reception and 20 year 1 children.

4. 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. 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

Staff plan activities and experiences for children that enable them to develop and learn effectively through a broad and balanced curriculum. In order to do this, staff have planning time in teams and focus on activities that will engage and challenge the children on many different levels. Sometimes activities are tailored to focus on the development of 1 area of the EYFS curriculum but mostly activities are cross-curricular and encompass multiple areas of the curriculum.

Staff also consider the learning environment and how to utilise this effectively both indoors and outdoors. Through continuous provision planning there are many opportunities for the children to engage activities where they are able to use the knowledge and skills that they have learned during their contact time with the staff. This supports the development of independence and resilience as the children are encouraged to consolidate their learning.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable curriculum. 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.

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. On a daily basis children take part in lessons and small group work, they also have access to planned activities around the classroom and outdoor areas. Staff will support children when they are working independently by enhancing opportunities to consolidate and extend their learning. Staff respond to each child's emerging needs and interests, they understand different levels of development and what the next steps are. They use this knowledge and know when to support or encourage independence.

Every day children engage in phonics, maths and literacy lessons. Maths and phonics are developed from schemes of work designed specifically for EYFS and are delivered to every child. There are also follow up activities designed to embed learning and allow opportunities to apply what has been learned. Each week there are also lessons that cover the other areas of the EYFS curriculum. A majority of lessons are cross curricular and are designed to develop the whole child.

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.

5. Assessment

At Shelton Infant 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 discussed as a team and are used to shape future planning.

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 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 and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Throughout the year parents are encouraged to attend 3 Parents Evenings. This will give them time to talk with the class teacher about their child and the progress that has been made. The teacher will also give them advice about the 'next steps'. This will include what they can do to support their child at home.

Parents and/or carers are also invited into school for learning opportunities with their child and events to show how phonics, reading and maths can be supported at home.

Class Dojo is used to make sure contact can be made easily with the class teacher. The class teacher will also post on here to show activities that the children have taken part in.

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 at the end of Reception.

7. Safeguarding and welfare procedures

At Shelton infant school we ensure the children receive a well-rounded education that includes how to be healthy and make responsible choices. Throughout their time in EYFS children will learn about healthy foods, exercise, personal hygiene and developing a healthy mind. This is delivered through a variety of different subject areas and threaded through the school motto of 'Achieve well, Aim high, Have fun.'

All other safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Leader and the Headteacher every 3 years.

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

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 safeguarding policy
Administering medicines policy	See administration of medicines policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedures for changing children or administering first aid	See intimate care policy
Procedure for dealing with concerns and complaints	See complaints policy