



**Bishops Down Primary and Nursery School**  
*Learning Today, Leading Tomorrow*

# **Early Years Foundation Stage (EYFS) Policy**

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<b>Governor team</b>	FGB
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<b>Policy reference</b>	The Key

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

~~This document also complies with our funding agreement and articles of association~~

## 3. Structure of the EYFS

Bishops Down ~~Nursery and~~ Primary School [and Nursery](#) is a maintained setting. Our Nursery is available to children from their third birthday and operates in term time during the hours of 8.45am – 11.45am, Lunch Club 11.45am – 12.30pm and 12.30pm – 3.30pm. Outside of these hours, the school runs a wrap-around care provision which is available to all children in the school from 7.30am and until 6pm. It also offers holiday clubs from 7.30am until 6pm. Current charging arrangements and fees are available via the school office.

The Reception Class is part of the Specialist Resource Provision for children with physical disability and/or complex medical needs.

## 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**

Our Early Years vision is that every child, family and staff member feels seen, heard and valued. This is why our provision and planning follows the children's interests and needs. We follow an 'in the moment' style of planning, with adults observing, scaffolding and joining play in order to support the children in their thinking. This allows us to respond to the individual needs and learning preferences of the children. Encouraging interaction between the adults and children in the environment ensures the learning experiences are authentic and give opportunities for the children to develop as independent learners.

We also plan some adult initiated activities and experiences that aim to combine the needs of the children with their current interests and schemas. In Nursery, this can be seen through carpet sessions and small group activities, which will focus on strengthening learning in the three prime areas. For the children preparing to move on to school, the team will also expose them to some activities and games to encourage good phonological awareness to prepare them for phonics. [We currently use Read, Write Inc to support this.](#)

In Reception, the children will experience Phonics, Maths and English/topic lessons. These will increase in complexity and length throughout the Reception year, to match the children's age and stage and, when appropriate, prepare them for Year One.

At Bishops Down we are passionately inclusive and dedicated to supporting all of our learners. Where a child may have a special educational need or disability, we will work closely with specialist staff and relevant agencies to ensure they are supported and able to develop and progress.

#### **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. This may take the form of narration, questioning, demonstrating skills, providing resources and pondering, among others.

Throughout any adult initiated activities, the team introduce the children to new vocabulary, knowledge or skills. The children will be supported to learn in the way that suits them best. 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 the next stage of their education.

## 5. Assessment

At Bishops Down, 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.

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 (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and is shared with parents/carers. It is also shared with the Year 1 teacher as part of our transition process.

## 6. Working with parents

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. ~~A Tapestry [newsletter observations are shared with parents when we encounter a 'wow' moment, is sent out each week, sharing pictures and learning moments from the week.](#)~~ This allows parents to continue the conversation at home. Observations will also provide parents with feedback about how their child is progressing. Parents can also add observations on Tapestry.

Nursery and Reception teachers will ~~also~~ hold parent consultations in line with the rest of the school.

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 Nursery, both the teacher and TAs will have a key group of children. In Reception, the class teacher is the key person for the class.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by ensuring that all EYFS children are aware of:

- The effects of eating too many sweet things
- The importance of brushing your teeth

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 Early Years Lead every year. 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 Child Protection, Data Collection, Designated Teacher for LAC and Post LAC Policy, Early Years Privacy Notice and Online Safety Policy
Procedure for responding to illness	See Supporting Pupils with Medical Needs Policy
Administering medicines policy	See Administering Medications Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection Policy and Visitor and Volunteers Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Policy