



# **Marsh Hill Primary School**

## **Early Years Foundation Stage Policy**

**July 2024**

## Statement of Intent

Marsh Hill Primary School is committed to protecting the health, safety and welfare of our pupils, whilst helping them develop, progress and learn. This policy has been developed in conjunction with the relevant DfE guidance to ensure school employees understand the roles they will play in pupil's education.

“The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.”

(DfE, Statutory  
**Framework 2024**)

## 1. Legal framework

1.1. This policy has due regard to relevant legislation and guidance, including, but not limited to, the following:

- Statutory framework for the early years foundation stage
- Working together to safeguard children.
- Prevent duty guidance for England and Wales
- Keeping Children Safe in Education

## 2. Responsibilities

2.1. The governing body has the overall responsibility for the implementation of the Early Years Foundation Stage Policy.

2.2. The governing body has overall responsibility for ensuring that the Early Years Foundation Stage policy does not discriminate on any grounds, including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.3. The governing body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.

2.4. The head teacher has responsibility for the day-to-day implementation and management of the Early Years Foundation Stage policy.

- 2.5. Staff, including teachers, support staff and volunteers, are responsible for following the Early Years Foundation Stage policy.
- 2.6. Pupils will undergo formative assessment (also known as ongoing assessment), which involves teachers observing and facilitating pupils to understand their level of achievement, interests, learning styles and to then shape learning experiences for each child reflecting those observations.

### 3. Assessment

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

3.1. 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.

- 3.2. In order to recognise pupils' needs, understand their progress, and to plan activities and support, pupils' development and progress will be monitored.
- 3.3. Progress is recorded by observing and assessing children using a combination of written observations, letters to parents, photos (where necessary) and samples of work; however, paperwork is kept to a minimum, and only what is necessary to promote successful learning and development is used.
- 3.4. We have focus children weekly to gather significant observations. Parents are involved and cameras are sent home for the weekend prior to them being focus children for parent contributions towards their child's learning and development.
- 3.5. Observations and significant pieces of work to celebrate children's achievements are collated in their own personal Learning Journey, which is shared with parents.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024.

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.

4.1. The "prime" areas of learning and development are:

*Communication and language* – Listening, Attention and Understanding / Speaking

*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* – Number / Numerical Patterns
- *Understanding the world* – Past and Present / People, Culture and Communities
- *Expressive arts and design* – Creating with Materials / Being Imaginative and Expressive

### **Planning**

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, 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.

### **Teaching**

Staff plan activities and experiences for children that enable children to develop and learn effectively. 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.

4.2. We support children in using the three characteristics of effective teaching and learning from the statutory framework for the EYFS, which are:

- **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.
- **Creative and critical thinking:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **5. Structure of EYFS**

5.1. The classroom is organised in such a way that children can explore and learn in a safe environment. Adult led and child initiated activities are planned for carefully weekly.

5.2. Indoor learning environment – across the unit there are two adult led tables, reading areas, writing areas, maths areas, EAD areas, small world opportunities, sand/water play, role play areas and listening areas.

5.3. Outdoor learning environment – a separate enclosed garden area provides opportunities to explore the Natural World including a mud kitchen and a gazebo for quieter areas. In the EYFS playground, there is a stage area and an outside plug for EAD opportunities,

maths area, writing area, reading tent, small world area, construction area, climbing equipment and water and sand play opportunities.

- 5.4. Equipment and resources are accessible, can be located, and used independently by children.
- 5.5. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- 5.6. Activities for indoor and outdoor are planned throughout the learning environment to help the children develop in all areas of learning.

## **6. The parent/teacher partnership**

- 6.1. The EYFS setting cannot function without the enduring support of parents and carers.
- 6.2. Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual need. The Key Person helps the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.
- 6.3. We recognise that parents are the child's primary educator and we understand this important role through regular engagement including:
  - Parent/teachers' Induction meetings, transition sessions and Teddy Bears Picnics as part of the transition process.
  - Asking parents to complete admissions forms, a medical form, and to write a synopsis about their child to help us to understand their character and personality.
  - Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
  - Having an open-door policy to enable parents to come and speak with teachers, should they have any concerns.
  - Formal parents evening in October, March and July.
  - Events and activities throughout the year which bring together children, parents and the school.
  - Sharing learning experiences and next steps in each child's learning journey and through Target Tracker Link – an online observation platform for parents and carers to access as well as Marvellous Me (a communication tool)

## **7. Relationships**

- 7.1. At Marsh Hill Primary School, we feel it is important for children to learn social etiquette and to build relationships with peers and adults.

7.2. This will be achieved as part of Early Learning Goals – building relationships, through playing and interacting with other children and adults. It will be mostly child-led.

## **8. Safeguarding and welfare**

8.1. Safety is paramount and Marsh Hill Primary School has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

8.2. Safety and security is a high priority at Marsh Hill Primary School and it is important that all children in our care are safe. Our requirements, as stated in the statutory framework for the EYFS 2024, are as follows:

- Promote the safety and welfare of the children in our care.
- Immediate action is taken when children are ill, to promote good health and minimise risk of infection.
- Pupil's behaviour is managed in a way that is appropriate for their individual needs and stage of development.
- Adults who have access to children, or who look after children, are suitably vetted and trained.
- The setting is fit for purpose and furniture and equipment is safe.
- Records, policies, and procedures are effectively maintained for safe and efficient management of the setting.

## **9. Health and safety**

9.1. Our full Health and Safety Policy is available on request.

9.2. Our full Supporting Pupils with Medical Conditions Policy is available on request.

9.3. Our full Behaviour Policy is available on request.

9.4. Our full Healthy Schools policy is available on request; this includes promoting good oral health.

9.5. The following general health and safety safeguards are in place:

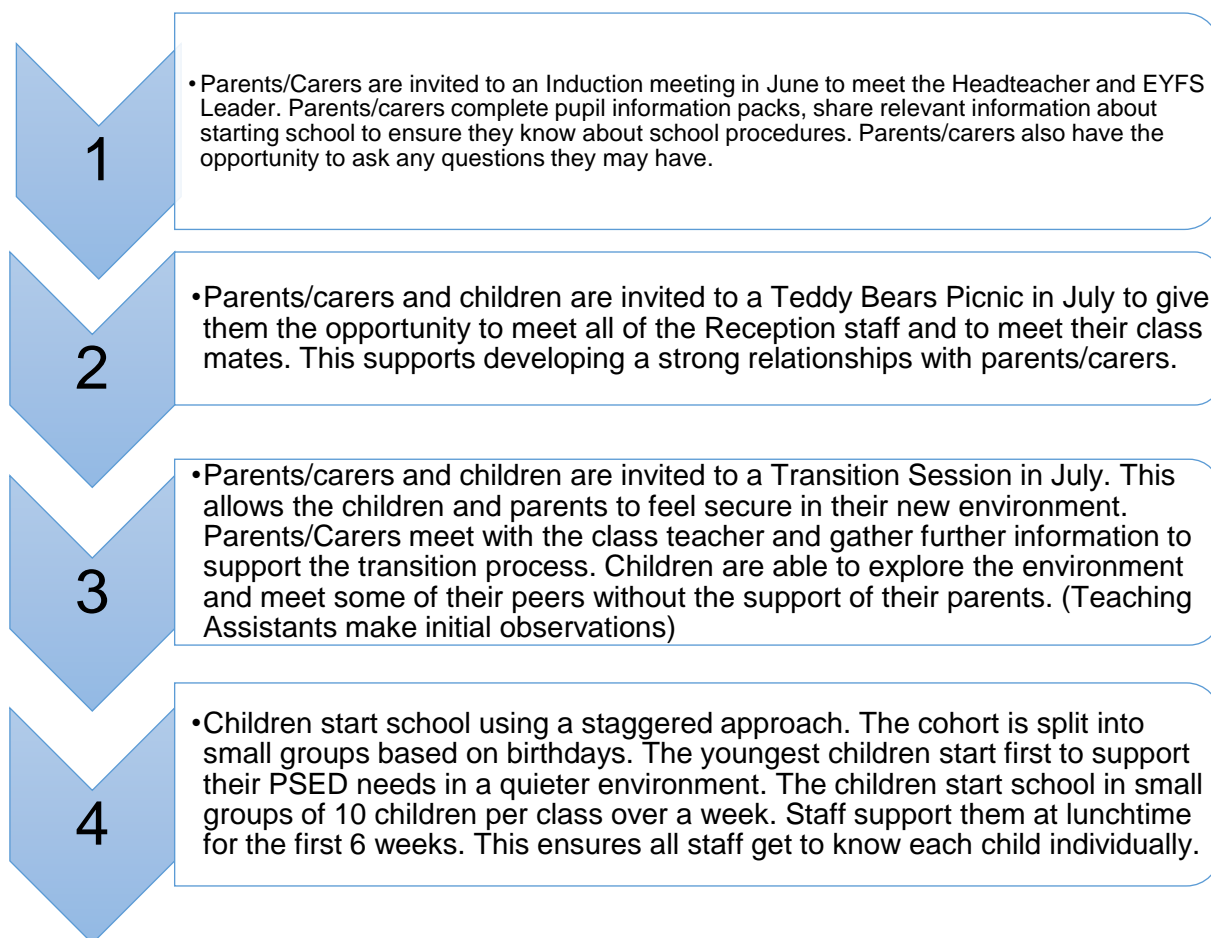
- A supply of fresh drinking water is available on the premises at all times
- Children's dietary needs are acted upon
- A piece of fruit/vegetable is offered to all children during the morning session and are available to take home at the end of the day.
- Children are closely supervised and within the eye of an adult when eating at all times, including snack time.
- A carton of milk is offered to all children during the morning session and is available to take home at the end of the day.
- A Paediatric first aider is accessible at all times
- Accidents and injuries are recorded electronically and parents/carers are given a printed accident form
- A fire and emergency evacuation procedure and policy are in place

- A Use of Digital Cameras Policy is in place which states that cameras that are used in school must not be used for staff member's own personal use

## 10. Transition into Reception and into Year 1

The Headteacher and EYFS Lead has regular links with feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

10.1. The following process is in place to ensure children's successful transition to reception class:



## 11. Monitoring and review

- 11.1. This policy is reviewed every 3 years by the governing body and the head teacher.
- 11.2. Any changes made to this policy will be communicated to all members of staff.
- 11.3. All members of staff directly involved with the early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 11.4. The next scheduled review date for this policy is June 2027

## 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 and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Procedure for intimate care	Intimate Care Policy