

Jennett's Park CE Primary School

Early Years Foundation Stage (EYFS) Policy



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1. Aims

At Jennett's Park CE Primary School, we aim to ensure that all children:

- Flourish and achieve under God's love.
- Experience and live life in all its fullness.

At Jennett's Park CE Primary School, we aim to serve the common good by:

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Jennett's Park CE Primary School's EYFS Policy aims to ensure that children in the EYFS:

- Witness positive relationships and partnership-working between the school and parents/carers.
- Develop strong attachments to the staff that work most closely with them.
- Feel secure, valued and included at each stage of their education journey.
- Access a carefully planned, broad and balanced curriculum, that reflects the school's Rainbow Values and Learning Owl Behaviours, in order to enable them to develop a range of knowledge, skills and understanding needed for good progress through school and life
- Experience high quality and consistent teaching and learning opportunities so that every child makes good progress and no child gets left behind.
- Feel part of the wider school family and community.

2. Legislation

This policy is based on the requirements set out in the following documents: Early Years Foundation Stage Statutory Framework (updated November 2024), the non-statutory guidance documents entitled Birth to Five Matters (Guidance for the Sector, by the Sector) and Development Matters (DfE), and, the annual publication of the Assessment and Reporting Arrangements (ARA).

Compulsory School Age: A child reaches compulsory school age at the start of the term following their fifth birthday. Parent/carers of children starting school can request that their child attend part-time until they reach compulsory school age. Parent/carers can choose to defer their child's start to school until they reach compulsory school age. For a summer born child, this may involve making a request for admission outside of the normal age group; if a parent/carer wishes to do this, we ask they make an appointment to meet with the Headteacher.

3. Structure of the EYFS

Jennett's Park CE Primary School can offer up to thirty full-time equivalent Nursery sessions for 3- and 4-year olds and has sixty full-time Reception class spaces for 4- and 5-year olds. Nursery and Reception admissions are unrelated and having a place at our school Nursery does not guarantee you a place in one of our Reception classes. In Nursery, we accept both the 15-hour and 30-hour funding.

Regular attendance at school is crucial for a child's development and consistent attendance in EYFS provides the foundation for strong, positive attachments with staff and is therefore crucial for a child's well-being. Nursery places are offered on the basis that children attend five days a week.

Leadership	Headteacher and Deputy-Headteacher				
	Assistant Headteacher and SENDCo				
	Early Years Phase Leader				
Year Group	Nursery			Reception	
Class Name	Rosefinches	Bullfinches	Firefinches	Robins	Woodpeckers
Minimum staffing	1 x QTS 1 x HLTA (NNEB) 1 x Level 3			1 x QTS 1 x LSA	1 x QTS 1 x LSA
Start time	8.45am	8.45am	12.15pm	8.45am	
Finish time	11.45am	2.45pm/3.15pm	3.15pm	3.15pm	
Lunch time	Currently N/A	11.30 – 12.30pm	Currently N/A	11.30 – 12.30pm	

4. Transition

We work hard to ensure children benefit from a carefully planned transition into our Nursery and Reception classes. Well-planned, child-centred transition is essential to ensuring a high-quality experience for all children as they start Nursery or school. Time invested at the beginning of a child's journey with us ensures children and their families develop strong, trusting relationships with the relevant staff. Children build attachments to their key adults which helps to ensure continuity between the setting and home.

In order to support children as they transition into Jennett's Park CE Primary School, we contact all families the term before children are due to start with us. We hold telephone conversations with parent/carers to share information and we invite families into school/Nursery for a series of 'stay and play' visits in order to begin to build strong relationships. Staff are available to answer questions, and we offer home visits and additional visits to the school by request. Reception staff aim to visit new Reception children wherever possible in their current settings. We have special 'Starting School' and 'Starting Nursery' booklets that we share with all families, enabling parents/carers to support their child's transition further at home through story time.

At the start of the academic year (or term, if Nursery) we invite parents/carers alongside their child/ren to take part in a more individualised visit with staff in order to develop home school partnership, familiarise children with their new environments and to support the forming of strong relationships right from the start. During the transition period we continue to offer home visits and additional visits to the setting by request. Most children follow a similar group transition plan into school or Nursery, but if a child needs a more bespoke plan, staff will devise this in consultation with parents/carers considering the needs of the child.

Reception children will have visited the school alongside their parent/carers at the start of the term they are joining the school. Following these visits, all Reception children are invited to start together on day one. We suggest that Reception children follow a slightly reduced timetable initially, in order to fully support their transition into the school environment. We plan for children to stay until lunch on their first day, before extending the day to meet the full-time timetable requirements early on in September. We encourage parents/carers to speak to class teachers if they wish their child to remain part-time for a longer period of time, so that the appropriate arrangements can be made. We are fully supportive of this choice.

Transition into the setting for our Nursery children is usually more staggered, as it is so often the first time children have been away from their main care-giver. Children are able to visit the setting with their parents/carers, for hour-long transition visits, before visiting independently, for up to an hour. Full-time children additionally stay for the morning session plus lunch before adding their afternoon session. Children can repeat their shorter transition visits as often as they need in order to acclimatise to their new setting. Once all settling-in sessions have been completed, children attend their usual sessions in full.

5. Curriculum, Planning and Teaching

Please also see: EYFS Statutory Framework – The Learning and Development Requirements (Section 1), Birth to Five Matters, Development Matters and the school's long term planning overview documents.

Learning and Development - Intent, Implementation, Impact

Our Early Years team work collaboratively to ensure children receive high-quality teaching linked to the EYFS Educational Programmes outlined in the EYFS Statutory Framework. EYFS staff have built a curriculum that aims to motivate, enrich and inspire children as they flourish, achieve and live life in all its fullness.

Staff prioritise the establishment of relationships, rules and routines, the growth of self-regulation skills and the development of communication and language skills. Staff know high expectations and consistent modelling of behaviour; alongside high-quality interactions are essential to children's good progress. Staff interact with children during planned and child-initiated activities, they model social communications and rich language and encourage and question children as they play and explore. Staff support and challenge children as they encounter new ideas and learn new concepts in order to ensure all children achieve.

Staff use information detailed within the guidance documents, Birth to Five Matters and Development Matters, to support their planning and teaching in order to ensure all children learn and progress well. They plan and teach across seven areas of Learning and Development and focus on developing children's Characteristics of Effective Learning too. The seven areas of learning are all important and inter-connected, however, three 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 (including Phonics)
- Mathematics
- Understanding the World
- Expressive Arts and Design

For more information relating to how we teach Phonics, Reading, Writing, Maths, please see our Phonics Statement and curriculum information.

The Characteristics of Effective Learning underpin all learning, development and progress that happens throughout the Early Years. They 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.
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Thorough, long-term planning ensures children experience a well-rounded and holistic education. Half-termly, teachers will structure and plan a progressive sequence of learning and experiences for all children; this medium-term planning ensures that key objectives are covered and built upon across each term of the academic year. Continuous provision, linked to each of the seven areas of learning and development, is implemented throughout

the EYFS environment in a purposeful way. The inside and outside environments are stimulating and challenging and aim to encourage children to want to play and demonstrate their learning and understanding.

The nature of the EYFS planning cycle ensures staff follow a plan/do/review cycle constantly both when interacting spontaneously with children and when planning objective-led opportunities to support children's learning. In planning and guiding children's learning, practitioners reflect on the different ways that children learn and develop. Staff plan activities and experiences that enable children to develop and learn effectively. Through a mix of adult-led and child-led activities, practitioners are able to respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Inclusion

All EYFS staff ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice. All pupils are involved in celebrating differences in home life, languages, culture and religion. Children are encouraged to talk about and share things that are important to them.

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. EYFS staff meet regularly with the EYFS SENDCO to review and discuss individual children as required. All EYFS staff work closely with external agencies, such as School Nurse, Speech and Language, Occupational Therapy, Child Development Centre in order to ensure all children make progress.

A Unique Child

Staff consider the individual needs, interests, and stage of development of each child and use this information to plan stimulating and challenging experiences and activities. Practitioners working with the youngest children are expected to focus strongly on the three prime areas.

Staff aim for a balance between both adult-led and child-initiated learning and pre-planned and 'in-the-moment' opportunities. Where the learning experience is pre-planned and objective-led, staff consider previous summative assessments, prior knowledge of the children and any learning gaps identified. Where the learning experience follows an 'in the moment' approach, staff will utilise their Early Years' expertise and their knowledge of the individual child, alongside immediate formative assessment, to guide and support the learning.

Positive Relationships

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.

Each child is assigned a key person who oversees their learning, development and care. This is usually the child's class teacher, although in some circumstances this may be another member of staff who works closely with your child throughout the week. The key person will support parents/carers in guiding their child's development at home and can help families to engage with more specialist support, if appropriate.

All EYFS staff aim to foster warm and caring relationships with all the children in their care. We encourage children to build relationships with all staff as part of a healthy and balanced approach to making relationships. We acknowledge that our youngest children rely on the consistency of a key person to ensure they feel safe and secure and we provide this support sensitively and in partnership with parents.

Enabling Environments

Our EYFS environment includes our inside and outside learning spaces. Children across the EYFS have separate classroom bases and a shared outside learning environment. Both inside and outside should be a purposeful learning space, set up to reflect the seven areas of learning and development and actively promote positive development of the Characteristics of Effective Learning.

Teachers are encouraged to undertake regular audits of their environment to ensure they are organised and well-planned to support the children's current learning and challenge for next steps. Within the classroom, children are exposed to high expectations in all aspects of their learning and development. They are surrounded by high-quality, Literacy-rich and Numeracy-rich materials and display, and they see their Rainbow Values and Owl Learning Behaviours reflected and praised.

6. Assessment

Please see: Statutory Framework for the Early Years Foundation Stage – Assessment (Section 2) and the

Teachers must follow Jennett's Park CE Primary School Assessment Policy and Procedures linked to target setting, moderation and the collecting of data.

At JPCE ongoing, formative assessment is an integral part of the learning and development process. EYFS staff continuously observe pupils to identify their level of achievement and next steps, as well as their interests and learning styles. Information from these observations are used to shape future planning and move children's learning on.

Summative assessments are undertaken in EYFS using a RAG rating system. Baseline assessments are carried out during the child's first half term at school. We aim to assess Prime Areas within the first four weeks (September) and Specific Areas within the first half term (October). Summative assessments are recorded across all areas of learning at mid-year (February) and end year (July). EYFS data is collated and analysed termly in line with the school assessment timetable (Baseline, mid-year, End of year).

When making judgements about a child's level of development, practitioners will consider all information relevant to the child, including that shared by parents/carers. Staff may need to have further conversations with parents/carers if there is a mis-match in skills seen at home and at school in order to explore the reasons behind this and to try to best help and support the child.

All practitioners feed into a child's learning journey throughout their time with us. Some of this information will be stored as physical evidence (e.g. in books, through photographs, on Tapestry) and some will be anecdotal evidence from staff. When making assessments and moderating, staff will use their knowledge of individual children to reflect upon and agree aspects of development. There is no requirement on staff to record and collate large quantities of work, but staff aim to collect a selection of work for each child to best represent and demonstrate the child's progress through the year, highlighting application of the Characteristics of Effective Learning and to demonstrate attainment in relation to ELGs in Reception.

Statutory Assessment in the EYFS

There are three statutory assessment points during the EYFS - Progress Check at age 2, Reception Baseline Assessment (RBA) at the start of the Reception year and the Early Years Profile (EYFSP), completed at the end of the Reception year.

- Two-year Progress Check – This is a written summary of your child's development in the three Prime Areas undertaken between the ages of two and three. This will have already taken place prior to your child starting Nursery with us. It is helpful if parents choose to share this assessment with the school when children start Nursery as it helps us plan for your child's next steps.
- Reception Baseline – This is a short task-based assessment of pupils' starting points in Language, Communication & Literacy and Mathematics. It is carried out within the first 6 weeks of pupils starting Reception. Children use practical resources to complete the assessment and staff record the results on computer.
- EYFS Profile - At the end of the EYFS (no later than June 30th of child's Reception year), staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are, as a best fit: meeting expected levels of development ('expected'), or, not yet reaching expected levels ('emerging'). The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are shared with parents/carers alongside a written report linked to the child's Characteristics of Effective Learning. This assessment is also passed to Year 1 teachers in order to support children's transition into Key Stage 1.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. We aim to establish a regular, two-way flow of information between parents/carers and school. We encourage parents to share important information with us, to upload 'Wow!' moments from home, and to contribute to their child's learning journey on Tapestry throughout their time with us.

Parents/carers are kept informed and up-to-date with their child's progress and development in a variety of ways, including:

- Daily conversation and feedback
- Regular Tapestry updates sharing class learning.
- Regular Tapestry updates sharing independent learning and 'wow' moments for individuals
- Half-termly curriculum news
- Regular Stay & Play or Assembly opportunities
- Transition/Settling in review meeting with class teacher (usually Autumn term)
- Progress review meeting with class teacher (usually Spring term)
- Termly summary of child's progress and next steps
- End of year written report
- End of Reception EYFS Profile
- Parent Meetings and Workshops

Tapestry

Tapestry is the secure online learning journal used in EYFS to document each class and child's learning and development. The platform enables staff to share observations and progress with families and enables parents/carers to engage with their child's learning journey. Tapestry facilitates communication between staff and parents and helps to build a shared understanding of a child's progress.

Each member of EYFS staff has an individual, named Tapestry account. Access to this account is password protected and passwords should not be shared. Staff will usually access Tapestry on school devices; personal devices are not used to take or store photographs or videos of children. Staff must ensure they sign out of their account when they have finished working. Staff use of Tapestry can and may be monitored by managers.

Parents must sign the Tapestry consent form in order to give permission to activate their child's Tapestry account. Each parent must tick a box in order to give or not give photograph and video consent for Tapestry. All EYFS staff must ensure they are aware of any individuals who do not have consent to appear in group photos or videos.

At the end of each child's Nursery and Reception journey, the child's individual profile is downloaded and the PDF link is shared with parent/carers. This PDF contains photographs only. Video media that is shared with parents/carers over the course of the EYFS will not be downloaded or shared at the end of the year.

8. Safeguarding and Welfare Procedures

Please see: *Statutory Framework for the Early Years Foundation Stage – The Safeguarding and Welfare Requirements (Section 3)*.

Child Protection

Staff should be aware of their statutory duty to keep children safe and act accordingly at all times. Staff must be alert to any issues for concern in a child's life at home or elsewhere. Our Safeguarding and Welfare procedures are outlined in our Safeguarding Policy and Procedures. These include additional guidance for use of electronic equipment, such as cameras and mobile phones.

All staff must familiarise themselves with the publication *Keeping Children Safe in Education* and the *Prevent Duty Guidance for England and Wales*.

Staff should know the school's Designated Safeguarding Lead (DSL) and Deputy (DDSL) and also how to use the school's 'My Concern' reporting system.

Staff Supervision

Effective supervision provides support, coaching and training for all practitioners. Supervision is distinct from Appraisal. Supervision is run by the EYFS Leader and takes place termly and by-request. It provides opportunities for staff to discuss any issues concerning children's development or wellbeing, to identify solutions to address issues as they arise and to receive coaching to improve their personal effectiveness.

Statutory Ratios and Qualifications

Children must usually be within sight and hearing of staff and must always be within sight or hearing. Whilst eating, children must be within sight and hearing of a member of staff.

- For children aged three and four, when a person with Qualified Teacher Status is working directly with them, there must be at least one member of staff for every 13 children and at least one other member of staff must hold an approved level 3 qualification.
- For children aged three and four, when a person with Qualified Teacher Status is not working directly with them, there must be at least one member of staff for every eight children, at least one other member of staff must hold an approved level 3 qualification and at least half of all other staff must hold an approved level 2 qualification.
- Reception classes are subject to the infant class size legislation of 30 pupils per qualified school teacher.

At least one person who has a current Paediatric First Aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. As a minimum, there will be at least one Paediatric First Aider (PFA) available in the Nursery and in the school office. At least one person based in Reception will have undertaken First Aid training.

At least one member of EYFS staff will hold a Food Hygiene certificate.

Health

Our First Aid and Intimate Care procedures, including accidents or injuries, the administering of medicine, sun protection, allergies and nappy changing are outlined in our First Aid Policy and our Intimate Care Policy.

Accidents, injuries, bumps, medication administration and intimate care that occur during the day are all recorded by staff on Meditracker. Parents/carers are informed of incidents via email sent by Meditracker. Staff may also telephone parents/carers or pass on messages at pick up, where appropriate.

Allergy information is available on each child's registration form and should also be linked on Meditracker under their name. Staff must familiarise themselves with any allergies linked to children they are working with and should take the necessary steps to ensure a safe environment for all. We are a nut free school. Staff should complete and submit a food allergy form prior to completing any cooking activity. The planned activity, including a list of any ingredients, should also be shared with parents via Tapestry or in person.

Fresh drinking water is available at all times and children are encouraged to bring a named water bottle to school each day. Cups are available for those who forget and are washed after each use.

Fruit is stored in a cool, dry place or in the fridge as required. Cow's milk is stored in the fridge. Alternative milk may be provided by parents/carers and this will be stored in the fridge. There is no fridge space available for packed lunches so parents/carers are encouraged to use ice packs or similar to keep children's lunches cool. There are no facilities available for heating children's food from home.

Safety

Health and Safety requirements and procedures are outlined in our Health and Safety Policy.

Staff should be aware of the correct procedures to follow in the event of an emergency (for example, emergency evacuation in event of a fire or whole school lockdown).

Risk assessments of the inside and outside EYFS environments are in place and updated regularly. These also include additional guidance for use of electronic equipment such as cameras and mobile phones.

Equipment and site inspections are undertaken regularly, including daily checks by the site manager and EYFS staff.

Children should be taught to use resources and equipment safely and all damages should be reported to the Early Years Leader/Site Manager/School Office as appropriate.

Missing Child

In the event that a child goes missing in EYFS, the following procedure will be followed:

- As soon as it has been established that a child is missing, class-based staff will confirm when, where and by whom the child was last seen.
- A member of staff will double check the last known area including the closest toilets, and also the child's classroom, cloakroom and toilet areas if last known space was different.
- If the child is not located, senior school staff will be informed of the missing child and searches will be delegated to more staff. Searches at this stage should include the EYFS environments, the inside of the school the building and the wider school grounds.
- CCTV footage should be reviewed where possible, with particular focus on school entry/exit points.
- If the child remains missing, the emergency services will be contacted.

Late Collection/Failure to Collect a Child

In the event that a child is not collected from one of the EYFS classes, the following procedure will be followed:

- The child will be kept safe at school. Wherever possible the child will be looked after by a familiar member of staff in a familiar space with familiar toys or activities available. In some situations, the decision may need to be made to place the child into the school's wrap-around care.
- Parent/carer will be contacted by telephone. Voicemail messages will be left where possible.
- If there is no response, the school will telephone any additional contacts provided.
- If these contacts are also unavailable, and the school receives no update from parent/carer after approximately one hour, the police and Social Services may be informed.

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
Transition	See Transition Policy