



EYFS Policy and Procedures

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Aims

This policy is based on requirements of the 2024 statutory EYFS framework and 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
- A close working partnership between practitioners and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2024. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities (SEND).

Structure of the EYFS

The EYFS at Mundella Primary School is compiled of one Reception class of children aged 4-5 years. Four guiding principles shape our practice in the early years setting.

These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- Children benefit from a strong partnership between practitioners and parents and/or carers.

Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework and is ambitious and designed to meet the needs of all children irrespective of needs, starting points, or level. We recognise and understand that children develop and learn at different rates, therefore the curriculum is tailored to meet the needs of each individual child within the setting.

There are seven learning and development areas. Three are primary areas:

- Communication and language.
- Physical development.
- Personal, social, and emotional development.

These are crucial to developing curiosity and enthusiasm for learning, building children's capacity to learn, forming relationships, and thriving. Communication and language is the most important of these as it underpins learning across all other areas.

These are supplemented by:

- Literacy.
- Mathematics.
- Understanding the World.
- Expressive arts and design.

The curriculum is progressively sequenced with explicit knowledge and skills incorporating a strong vocabulary focus. It builds on what children know and can do with the aim of forming a clear

progression from Reception into Year 1. Alongside the formal structured curriculum, we enable personalised self-directed learning where children follow their own interests. Staff respond to each child's emerging needs and interests, guiding their development through positive interaction. The curriculum is delivered through a variety of direct teaching, facilitated provision, and independent exploration using the classroom's inside and outdoor space, and the wider community. This enables children to learn in different ways and environments. Our learning environments provide children with an exciting and engaging learning experience that inspires curiosity, develops first-hand experiences, independence, and nurtures a language-rich development. 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.

As the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for the transition into Year 1. EYFS practitioners have formal and informal meetings with the Year 1 team during the summer terms to ensure a smooth transition into the next class.

Speech and Language

Delayed language development often leads to under-performance both within and outside of school. The school uses 'Speech and Language Link' to initially identify any articulation difficulties and barriers to language acquisition and understanding. These assessments are then used to plan provision to address the difficulties experienced by the children. The school has contact with SALT who visit regularly to offer more specialist advice and support to staff.

Assessment

At Mundella, 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.

Additionally, within the first 6 weeks that a child starts Reception (EYFS), 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 upon request.

Working with Parents and Carers

We recognise that children learn and develop well when there's 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 through formal parents' evenings across the year, informal catch ups and with regular reports of progress being shared with parents. Parents are welcome to make further appointments to meet with their child's teacher additionally. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The children's assigned key person in EYFS will be their class teacher who helps to ensure that their learning and care is tailored to meet their needs. The class teacher supports parents and/or carers in

guiding their child's development at home. The class teacher will also help families to engage with more specialist support, if appropriate.

At Mundella, we are committed to ensuring that every child, regardless of their prior experiences in early education, receives the support they need to thrive. We understand that some children may not have attended a nursery or pre-school setting prior to joining us, and therefore, we may not have the opportunity to gather information from previous educational settings. In these cases, we will meet with parents and/or carers to gather important information about the child's experiences, interests, strengths, and any areas where support may be needed. This will help us to create a clear picture of the child's needs and development before they start.

In cases where children have attended a pre-school or nursery, we will liaise with the previous key worker through a visit or phone call. This will allow us to gather detailed information about the child's development, interests, strengths, and any specific needs. Understanding the child's progress in their previous setting helps us ensure that the transition is as seamless as possible.

To ensure that each child and their family feel comfortable and supported, we implement a range of transition activities designed to build relationships, gather essential information, and familiarize children with their new environment.

These include:

Home visits

Reception class staff conduct home visits in the first week of the new academic year. These visits provide an opportunity for parents and carers to share important information about their child in the comfort of their own home, helping us gain a deeper understanding of the child's background, interests, and needs.

Stay and Play Sessions

Children are invited to attend 'Stay and Play' sessions during the summer term prior to their official start date. These sessions provide children with opportunities to visit the setting, interact with staff and peers, and become familiar with the classroom and school environment.

By combining home visits and Stay and Play sessions, we ensure that children and families feel confident, supported, and ready for the exciting transition into Reception. These activities help us provide personalized care and build strong relationships, setting a positive foundation for learning and development.

Safeguarding and Welfare Procedures

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. Our Reception class has a qualified teacher and at least one teaching assistant to support.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the Reception class by teaching the children about healthy lifestyles including reducing screen time; promoting regular physical activity; organising a trip to visit the dentist setting and learning about healthy food choices for happy teeth. We learn songs about teeth brushing and build healthy lifestyle topics into our PSED curriculum. The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Inclusion and Equal Opportunities

Inclusive Practice

We welcome all children, regardless of their background, abilities, or needs. We follow the principles of the Special Educational Needs and Disabilities (SEND) Code of Practice 2015 and endeavour to meet the needs of all learners, including those with additional needs. Upon application, a needs assessment will be undertaken to ensure the placement is suitable for each child's individual needs. This will allow us to determine how we can best support the child and their family. Where necessary, we will create a personalised induction plan tailored to the child's specific requirements. We collaborate with parents and external agencies to ensure every child has access to the support they need to thrive.

Diversity and Equality

We promote equality of opportunity and celebrate diversity. Our curriculum reflects a range of cultures and experiences, ensuring that every child feels valued and respected.

Supporting Children with English as an Additional Language (EAL)

We ensure that children with EAL are provided with opportunities to develop their English language skills while valuing and incorporating their home languages and cultures.

Monitoring arrangements

This policy is reviewed annually to ensure compliance with statutory requirements and to reflect the evolving needs of the children and community. At every review, the policy will be shared with the governing board.