



# **Crompton Primary Early Years Foundation Stage (EYFS) Policy September 2022**

**Approved by:**

Curriculum and  
standards Committee

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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](#).

### 3. Structure of the EYFS

The Early Years Foundation stage (EYFS) covers Nursery and Reception classes. At Crompton Primary, Nursery has capacity for 26 children (full time equivalent) and Reception has 30 places each year. Please see the Nursery Admissions Policy for more information on charges and admission criteria. Our Early Years department is staffed as follows:

Mrs Rodriguez is the full time Nursery teacher

Mrs Biggs is the full time Reception teacher

There are 3 teaching assistants working across all of the Early Years.

Mrs Taylor

Miss Broome

Mrs Sharp

We offer 15 and 30 hour placements in our Nursery. We have a limited number of places sometimes available for rising threes. Top ups are available.

Full time children in nursery may bring a packed lunch to school in the morning or pay for a school lunch from our kitchens. All lunches are eaten in the school hall and supported by appropriately qualified staff

Our charges for Nursery are detailed in Appendix 2 at the end of this policy. All charges are reviewed annually.

In Reception there is a full time teacher – Mrs Biggs and a team of TAs working across the week – Mrs Roberts, Mrs Sharp and Mrs Taylor, in addition to any 1:1 support for children with SEN.

The typical Early Years day runs as follows:

Time	Activity
8:50-9:00am	Welcome Sign in Register
9:00-9:30	Phonics (with Literacy input for Nursery)
9:30-11:30	Continuous provision Focused tasks
10:00-10:20	Reception- Literacy
11:30-1pm	11.45 - home time for nursery part time children (15 hours) Number songs and activities Dinnertime preparation 1:1 phonic interventions Dinnertime
1-1:30	Teaching input Interventions- WELCOMM
1: 30-2:30	Continuous provision Focus tasks
2:30-3:15 In Nursery the half hour from 2.45 to 3.15 p.m is chargeable.	Tidy up time Songs Story time 2:45- home time for nursery part time children (15 hours / early finishers)
3:15	Home time

## 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

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

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 our Mrs Kershaw our SENDCo (Special Educational Needs Co-ordinator) and relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners 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. Practitioners 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.

### 5. Assessment

At Crompton Primary 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 used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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.

### 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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person, which will normally be the class teacher, 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.

We use a secure online system to record children's milestones and developments throughout the Foundation Stage and value parents' contributions to this. Parents will be given a secure login to the Tapestry system which allows access to their children's profile via an app.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- 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 Headteacher and the Governing body annually.

At every review, the policy will be shared with the Curriculum, Standards and Staffing committee.

## 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