



Montpelier Primary School

# Early Years Foundation Stage (EYFS) policy

Montpelier Primary School

**Approved by:** [Full Governing Body] **Date:** 21- Sept 2022

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### 1. Aims

At Montpelier Primary School we aim to provide the highest quality care and education for all of our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. The school's BASICS (belonging, aspiration, safety, identity, challenge and success) ethos permeates the EYFS curriculum in order to meet these aims.

As outlined in the Early Years Foundation Stage 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
4. Children develop and learn in different ways and at different rates.

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 strong progress through school and life.
- Quality and consistency in teaching and learning so that every child makes strong 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

EYFS at Montpelier Primary School covers Nursery and Reception.

Nursery is a 52 place setting which offers 15 hours to all pupils, Nursery consists of two classes, a morning class (AM Nursery) and an afternoon class (PM Nursery). In Nursery, we have 1 fully qualified teacher and 1 qualified early years practitioner (Nursery Nurse) assigned to the class.

We are able to accommodate 90 reception age children who are divided between 3 classes. Each Reception class is allocated a fully qualified class teacher and a qualified early years practitioner.

## 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, staff 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 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 Teaching and learning

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible.

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 Montpelier 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.

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 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 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 strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

To support this, we:

- Offer 'learning together' sessions to all parents and carers.
- Are available to speak with parents and carers on an informal basis at the beginning and end of the school day, making appointments to meet to discuss any issues in depth.
- Ask parents and carers to contribute to their child's individual online profile with observations from home.
- Hold formal consultations three times a year, with a written report for Nursery and Reception children in the Summer Term.
- Invite parents and carers to various events, for example information meetings and celebration events.
- Our weekly newsletter details the theme for EYFS learning and suggests activities which can be done at home or visits which parents/carers might like to engage in.
- Welcome volunteers to read a story, do some cooking or help us in some way to deliver a learning theme to our children.

## 7. Safeguarding and welfare procedures

The school takes its child protection responsibilities very seriously and follows the safeguarding and welfare requirements that cover the steps that providers must take to keep children safe and promote their welfare. These are to:

- Ensure that we meet the specific safeguarding and child protection duties set out in the Childcare Act 2016 and related statutory guidance.
- Ensure that children taught in Nursery and Reception classes are able to learn and develop and are kept safe and healthy so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

We promote independent self-care and expect all children to be toilet trained prior to starting school either in the Nursery or Reception unless there is a formally diagnosed medical condition to consider.

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

- The effects of eating too many sweet things and the benefits of a balanced diet
  - The importance and benefits of daily physical activity
  - The importance and practice of personal hygiene
  - The importance of brushing your teeth

## 8. Monitoring arrangements

This policy will be reviewed and approved by Roshni Nanji (Assistant Headteacher) every 3 years.

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 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