



Florence Melly Community Primary School
EYFS Policy
 IF YOU CAN DREAM IT, YOU CAN DO IT!



Policy Approval

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Written by:	Aaron Leach (Headteacher)					New or revised policy:	New			
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EYFS Policy

October 2023

1. Introduction

At Florence Melly Primary school we believe every child deserves the best possible start in life, supporting them to achieve their full potential. The EYFS builds the foundations for children's learning and will have a major impact on their life-long learning. It is a vitally important stage in a child's life; preparing them for school readiness and enabling them to thrive throughout the rest of their school journey.

2. Aims

This policy aims to ensure:

- (1) That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed so that they can make good progress through school and life
- (2) Quality and consistency in teaching and learning so that no child gets left behind
- (3) A close working partnership between staff and parents/carers
- (4) Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

4. Structure of the EYFS

The EYFS at Florence Melly Community Primary School consists of a Nursery class and two Reception classes.

There are 30 places in our Nursery and this is made up of both 30 hour and 15 hour funded places. Our Nursery provision was extended to 30 places in 2023/24 from 26 place previously.

Our Reception is two form, with both classes holding up to 30 pupils each.

5. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

These prime areas are those most essential for a child's development and future learning! The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children in our EYFS learn through investigation, exploration and immersive, hands-on experiences. We achieve this through our play-based curriculum, which takes place both indoors and outside.

At Florence Melly we understand and value each and every child and recognise their uniqueness. Our child-centred approach aims to support each child to develop holistically and at their own pace. We ensure we plan for opportunities for children to develop in all areas of learning and provide many cross curricular and memorable learning experiences.

Phonics

At Florence Melly, we use the 'Read Write Inc.' as our 'Systematic Synthetic Phonics' (SSP) programme for the early teaching of phonics. In Nursery children take part in daily story time sessions and start RWI sessions are introduced in the Spring term.

Children are initially assessed at the beginning of the year. This data is then used to inform phonics groupings. Daily phonics lessons allow children to learn single sounds and gives them the opportunity to listen to the sounds being blended and segmented by adults before they blend and segment themselves. The programme teaches children to hold words and sentences in their heads and supports children when learning to form letters in order to practice handwriting letters, words and sentences.

Squiggle While You Wiggle

'Squiggle Whilst you Wiggle' is an early writing program. SWYW uses dance and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to a piece of music whilst holding 'flappers' (small squares of fabric) whilst dancing along to the music following the teacher's instructions. The children then transfer these movements to floor level and swap their flappers for writing tools (crayons/pens etc) to make marks, this could be in foam, on paper, in sand etc. Children will then use this action to think of letters they can form that use this shape. These sessions are great fun but most importantly help our children to be confident mark makers.

Wellcomm

The 'WellComm' intervention is used to support children with speech and language progression. WellComm's traffic light system allows quick identification of those in need of support and is a succinct way to monitor progress. Identified children will take part in Wellcomm interventions three times a week to support progression.

6. Planning

Our 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 some instances, pupils may be referred to our in-house Nest resourced provision for additional support.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

We use CUSP (Curriculum with Unity Schools Partnership) Early Foundations as part of our EYFS curriculum offer. The CUSP Early Foundations offer is presented in three parts:

- (1) **Foundational knowledge:** what pupils should know and be able to do throughout the EYFS and how this will support their development and prepare them for Key Stage 1
- (2) **Opportunities and experiences:** how this foundational knowledge can be learnt through play and through guided activities that will allow pupils to explore, experiment with and think hard about new and important concepts
- (3) **Structured Story Time:** core texts that will introduce key language, ideas and themes that pupils will need to access the foundational knowledge, built into a framework that uses all that we know about effective literacy instruction

7. Teaching

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.

At Florence Melly Community Primary School we believe communication is key! Our EYFS staff continuously engage in quality interactions with our children, ensuring that their ideas are heard, valued and respected. Our staff immerse themselves in children's play and follow children's interests while using opportunities to extend and develop children's learning, through open-ended questioning, modelling and continuously introducing new vocabulary during play. Our team is dedicated to bringing out the best in the children and child-centred learning is at the heart of our practice.

8. Assessment

At Florence Melly Community Primary School, ongoing assessment is an integral part of 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/carers. The results of the profile are shared with parents/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.

9. Working with Parents/Carers

At Florence Melly we highly value working in partnership with parents and carers. We recognise parents are children's first educators and their contributions to their child's learning has a positive impact on their development. Parents/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.

We collected summative data three times a year to monitor who is on track to achieve GLD (a Good Level of Development) and who requires additional intervention. Attainment and progress data is shared with parents/carers through interim and annual reports and during parents' evenings.

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/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

It is important to us to build up positive relationships with parents/carers and to ensure they know their child is happy and well cared for in our school. We use an online learning journey called 'Tapestry' and Class Dojo to share children's learning experiences with parents/carers. We also use these to encourage parents/carers to work on next steps in learning, sharing what pupils need to do to progress and develop. We also provide many opportunities for parents/carers to come into school, including:

- Meet & greet sessions with key workers
- Opening evenings
- Stay play and learn sessions
- Parents' evening
- Phonics workshops
- Class and year group assemblies

10. 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:

- In our Nursery, we have at least 1 member of staff for every 13 children
- In our Reception classes, we comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least one 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.

Our safeguarding and welfare procedures are outlined in our school's [Child Protection Policy](#) and other key safeguarding policies available on the school website.

11. Monitoring Arrangements

This policy will be reviewed and approved by the Full Governing Body on an annual basis.