



Abbey Lane Primary School

Early Years Policy

Reviewed by: Sheryl Winslow

November 2023

Contents

1. Aims	3
2. Legislation.....	3
3. Structure of the EYFS.....	3
4. Curriculum	3
5. Assessment	4
6. Working with parents	5
7. Safeguarding and welfare procedures.....	5
8. Monitoring arrangements.....	6
Appendix 1. List of statutory policies and procedures for the EYFS	7

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 [2023 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

The years from birth to the end of Key stage 1 are the most formative years of a child's life, in which the greatest amount of learning takes place. Initially the parent is the educator, the practitioners assuming more influence as the child enters and progresses through school.

Children start school with a wide range of knowledge, skills, experience, aptitude and attitude. It is, therefore, the responsibility of practitioners to support and develop each pupil's potential ability. This is critical for children in the Foundation Stage.

Children at Abbey Lane will be in the last year of the Foundation Stage. The Foundation Stage concludes at the end of the Reception year when the children begin the Y1 year of the National Curriculum.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 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

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.

Staff 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 curriculum. 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. Planning is based on the following 4 principles:

- 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 and with teaching and support from adults**.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

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. 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.

5. Assessment

At Abbey Lane, 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 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 and carers

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.

7. 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:

- We comply with infant class size legislation and have at least 1 teacher and 1 TA per 30 pupils.
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

We have at least 1 person with a current pediatric 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 early years by talking to children about:

- The effects of eating too many sweet things.
- The importance of brushing your teeth.

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

We ensure children are within sight and hearing of an adult when eating.

All staff who have responsibility for preparing and handling food have training in food hygiene.

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

Supervision

Supervision is an essential part of the effective working relationship between a member of staff and a manager. The meetings are a two-way discussion between a member of staff and their manager and to be effective each person must take an equal responsibility for ensuring effective communication and cooperation and recognition of the value of supervision meetings for both parties. All staff are provided with a regular supervision (1-1) meeting with the Phase Leader at least once every term which is booked in advance at an agreed time. There is written record of the meeting.

In accordance with the Statutory Framework for the Early Years Foundation Stage staff supervision is a requirement for providers under Section 3 – The Safeguarding and Welfare Requirements Clauses 3.22 and 3.23 as follows: 3.22.

Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.23. Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness

8. Monitoring arrangements

This policy will regularly be reviewed and approved by Sheryl Winslow (FS2 Leader).

At every review, the policy will be shared with the Governing Body.

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 administering medicines 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

