

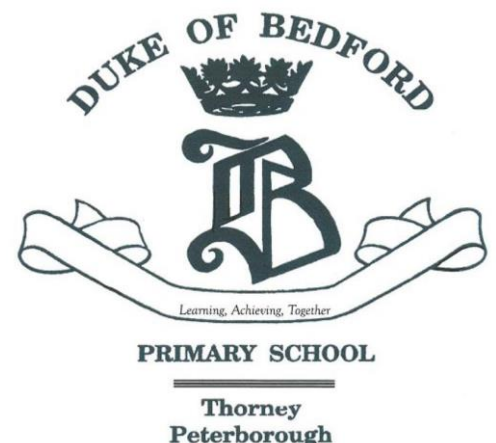
Duke of Bedford Primary School

Early Years Policy

Pre-School and EYFS (Early Years
Foundation Stage)

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Duke of Bedford Primary School, Wisbech Road, Thorney, PE6 0ST
Tel: 01733 270243 Website: www.dukeofbedford.peterborough.sch.uk



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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

Legislation

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

Structure of the EYFS

Our Pre-School offers places for approximately 40 children aged 2-4 years. Funded places are available for those children eligible as well as paid places.

We offer flexible session times 9-12; 9-3.30 or 12-3.30.

Pre-School is in a self-contained building across the playground from the Reception classroom but within the school grounds. It has one large classroom and a large, enclosed garden/outdoor area.

Preschool has a manager, a deputy manager and pre-school assistants with the relevant qualifications who run it on a day-to-day basis.

Our Reception class offers 30 full-time places. The Reception class has a full-time teacher and a full-time teaching assistant.

We also have an EYFS Phase Leader who is a teacher in the school. This role involves working closely with the pre-school manager and staff, guiding and supporting the implementation of the EYFS Statutory Framework 2023.

Curriculum Aims of the Early Years

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

The prime areas are strengthened and applied through 4 specific areas:

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

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

In pre-school, due to the different age groups being in 1 room we plan from a 2 year rolling programme that defines books, songs/rhymes and learning areas that will be covered in a full term. This long term plan has been put together with children's interests, significant dates and traditional topics in mind. The planning is flexible and can be adapted to the needs of the children but will ensure coverage over each year without repetition for those children who will get two full years in our preschool.

The reception class follows a 1year long term plan that links with the school's book based English planning.

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.

Teacher/practitioners reflect on the different ways of learning and refer to the Characteristics of Learning outlined in the EYFS Statutory Framework 2023.

These Characteristics of effective learning are:

- **Playing and exploring** – Children investigate and experience things and 'have a go'.
- **Active learning** – Children concentrate and keep trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** – Children have and develop their own ideas, make links between ideas, develop strategies for doing things.

When in reception, as the 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.

We aim to assist children to become independent, creative thinkers who are ready for future learning throughout their school life and beyond.

Assessment

At the Duke of Bedford 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.

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 upon request.

Inclusion/Special Educational Needs

Throughout the early years, if we are worried about a child's progress in any prime area, we will discuss this with the child's parents and/or carers and agree how to support the child. We will consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support. Please refer to our SEND policy.

Working with parents

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

To settle the children, transition events are put into place for example: spending time in the setting with a parent followed by spending a short time in the setting without a parent. Children usually start EYFS with a few half days followed by staying for their lunch and full time.

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 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.

Preschool – parent consultations twice a year and a written report based on 7 areas of learning.

Reception – Parent consultations in Autumn and Spring term and a written report in Summer term.

Each term the reception class holds an open afternoon as an opportunity for parents to gain insight into their child's day at school and their learning. A curriculum letter is completed termly.

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 promote good oral health, as well as good health in general, in the early years by:

- Encouraging an understanding of healthy eating
- Discussing the effects of eating too many sweet things
- The importance of brushing your teeth

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:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: we have at least 1 member of staff for every 8 children
- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

Electronic devices

This covers all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches and call/message enabled Fit Bits.

Personal mobile phones, smart watches and devices will not be worn or used near the children, they will be stored in another location. They may be used when staff have a break or lunchtime in a location that is away from the children.

Only school devices will be used to take photos or videos of the children's learning. Parental permission will be obtained before children are photographed. Photos or videos of the children may be used for display purposes or to share with parents/carers on Seesaw. Any content will be used and then deleted from the school device in a timely manner.

Monitoring arrangements

This policy will be reviewed and approved by the early years foundation stage leader every 2 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? Many policies/procedures can be found on our school website.
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy / first aid 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	School website – Procedure for children not collected. CME Policy.
Procedure for dealing with concerns and complaints	See complaints policy
SEND Policy	SEND Policy
Mobile phones	Mobile Phones Policy