



HILLTOP
PRIMARY SCHOOL

EYFS Policy

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Contents

- Mission Statement 3
- Aims 3
- Legislation 3
- Structure of the Early Years Foundation Stage 3
- Curriculum 4
- The 3 Prime areas of learning..... 4
- The 4 Specific Areas of learning..... 5
- Planning 5
- Teaching Early Years..... 6
- English as a second language 6
- SEN in the early years..... 6
- Assessment 7
- Working with parents..... 7
- Safeguarding and welfare procedures..... 7
- Nursery 8
- Parental Engagement..... 8
- Equality Impact Assessment..... 9



Mission Statement

Our vision in Early Years is to help encourage the development of a happy, curious and independent learner. We understand every child is unique and adapt our curriculum to the child's interests and needs.

The focus within our Early Years practice and provision has been to develop effective methods which support communication and language as the vehicle for teaching and learning. In addition, developing reflective practice to encourage spontaneous and 'In the moment' planning within the continuous and enhanced provision.

Aims

This policy aims to ensure:

- Children access a broad, balanced and inclusive 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
- Close partnership working between practitioners and with parents and 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 2021 non statutory frameworks for the Early Years Foundation Stage (EYFS). We use the Early years curriculum 'Development Matters'.

Structure of the Early Years Foundation Stage

Our Early Years provision has the capacity to accommodate 60 children which are split into 2 classes however, we operate as one room allowing children to form key attachment with all staff and create friendships with other children. Each class of 30 children are supported by a class teacher and a teaching assistant. At the end of the year we may make changes to the classes if necessary for Year one.



Curriculum

Our Early Years setting follows the Curriculum as outlined in the 2021 Statutory Framework of the Early Years Foundation Stage (EYFS). The EYFS framework outlines the Characteristics of Effective Teaching and Learning and the 7 areas of Development (CoETL). The CoETL are organised into three primary strands and are essential components towards children becoming self-regulated learners.

These are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
- There are 7 curriculum areas of development. These are divided into Prime and Specific areas of learning

The 3 Prime Areas of Learning

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

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. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

The 4 Specific Areas of Learning

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively.

Planning

Staff carefully plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts to revisit, practise, apply, and develop transferable skills and understanding. Emphasis is placed upon the importance of using sensory play in the development of language skills, alongside enhancing provision for identified groups of children. Staff consider the individual needs, interests, and stages of development of each child in their care and use this information to plan challenging and enjoyable experiences. 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. Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. They respond to children's levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning. Planning and interactions are supported by progressive sequences of questioning to develop thinking, understanding and language for reasoning.

Teaching Early Years

Our practice demonstrates a balance between play and formal teaching. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. 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.

Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. Staff understand that play is about much more than content but helps to build flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. They consider the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Staff understand that teaching is in every activity provided within all of the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching. While staff do not always know where these opportunities will present themselves, it is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

English as a Second Language

Children whose home language is not English we provide opportunities for them to develop and use their home language in play and learning which will support their language development at home. We ensure that children have sufficient opportunities to learn and use English and reach a good standard by the end of the EYFS to enable them to access the school curriculum in Year 1.

SEN in the Early Years

All Early year's providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents. (DFE SEND Code of practice 2014 5.12)



Assessment

Ongoing assessment is an integral part of teaching, learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to identify developmental gaps, support differentiation, inform children's next steps in learning and monitor their progress. Staff also consider observations shared by parents and/or carers. Where there is little or no progress or improvement, it may be necessary to involve more specialist professionals such as specialist teachers, health or social services for more detailed assessments.

Working with Parents/Carers

We recognise children learn best when they feel safe, valued and have a strong foundation in early years. Developing a strong partnership with parents/carers is vital. We update weekly plans onto an app called 'Tapestry' and encourage parental/carer involvement on Tapestry too, celebrating those wow moments that mean so much to families. We update Tapestry with ideas how you can help your child that week with topics we will be learning. Parents/carers are invited to Parent consultations that are held throughout the year.

Safeguarding and Welfare Procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.



Nursery

Children can join nursery from the term following their third birthday. We follow Development Matters curriculum document and base our curriculum around events that are significant to the children.

We run two sessions a day 8.30-11.30 and 12.30-3.30 with the option for children to stay for lunch if they are staying for the whole day. We can accommodate up to 26 children per session in the room. There is one qualified teacher and two nursery assistants in the room at any one time.

We aim to ensure all children leaving us are ready to enter their reception year prepared to start their school journey. We want them to be independent in their learning and taking care of their personal needs. All children, regardless of abilities and needs, are welcome and through key person allocation we ensure they all make progress and achieve meet their next steps.

Our planning ensures we teach skills from Development Matters document and uses 'Planning in the moment' to capture the children's interests. We encourage and support learning through play and believe that children will learn best when engaged in high quality play. We have daily outdoor play to encourage the children to explore their environment and the world around them and take part in physical activity, developing their gross motor skills.

Parental Engagement

Staff use 'Tapestry' app to share those wow moments with families and encourage parents/carers to share children's achievements at home using the app. Parents can attend Parents evenings to discuss their child's progress. Each child has a key worker, who is always available to discuss their child's progress or discuss a concern. All information will be communicated to the class teacher to discuss further.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					