

# Early Years Foundation Stage Policy

The Brow C.P School



'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

Statutory Framework for the Early Years Foundation Stage - Effective: 01 November 2024

Approved by:	Governing Board	Date: April 2025
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### 1. Aims

This policy aims to ensure:

- A secure foundation through curriculum planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- 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 [2024 Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#).

### 3. Structure of the EYFS

The Brow C.P School offers a Pre-School provision within the local community called Early Years at The Brow. Our Pre-School has been operating under the umbrella of The Governing Body of The Brow C.P School for the last 18 years and is an integral part of school life. Children start our Pre-School at 3 years old, with every child offered 15 hours of Free Early Years Education in the term after their third birthday. From September 2017 children with working parents have been eligible for 30 hours of funded nursery education. Eligible parents need to register the term prior to their child starting Pre-School to access the additional funding. Parents and/or carers will need to pay for the childcare initially as funded places are only available the term after a child's third birthday. Sessions are booked on a termly basis and must be paid for one month in advance; payable on the 1st of every month. There is a notice period of 4 weeks for any parents who wish to withdraw their child's place or reduce hours. Our Pre-School's maximum capacity is 20 children.

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Our Pre-School session times and costings are as follows:

- Mornings - 8:45am-11:45am cost per session is £12:00 (£4:00 per hour)
- Full days - 8:45am-3:00pm cost per day is £24:00 (£4:00 per hour)

Children attending Pre-School for full days will have lunch in school. Children will either bring a healthy packed lunch to school or purchase a hot meal in advance from our school kitchen using the school's meal booking system. Our Pre-School asks for a voluntary contribution of £1:00 per week to cover the cost of a healthy snack. Early Years at The Brow invite members of the local community to attend their Parent and Toddler group which takes place every Friday morning from 9.00-10.30am during term time. This is a lovely way for future pupils and their families to get to know us and become part of our 'Brow family'.

Reception is the final year of the early years foundation stage (EYFS) and most children start Reception in the September after they turn 4 (please see admissions policy for further details). We understand that children develop at different rates and have different starting points when beginning school. We know some children need more support than others and we are trained to adapt our teaching to suit individual children's needs. Our Reception class and Pre-School have adjoining rooms and a shared outdoor learning area. Staff work closely to plan activities and experiences for the children to enjoy together, helping to ensure transitions are smooth and effective for the children joining our Reception class each September.

We are keen to support children and their families to make a smooth transition into school life. We believe that a successful Nursery to Reception transition means children settle quickly into school, learning and developing from day one. In order to support this process, we carefully plan an induction process. This includes providing the following visits in the Summer Term prior to starting school in September:

- Parents and/or carers will be invited to a formal welcome meeting at The Brow C.P School.
- Reception staff will visit Pre-School settings and meet with key workers.
- Each child and their parents and/or carers will be invited to visit The Brow C.P School on transition (move-up) days.
- Each child and their parents and/or carers will be invited to attend The Brow C.P School for an additional 'stay and play' session.

In Reception class our school day commences at 8.40am and ends at 3.15pm. Initially when children start in September, we offer a transitional period where children will attend in smaller groups for half days before building up to the whole class attending full days. We spend this time getting to know the children and learning about their likes and dislikes. This enables us to plan learning effectively with the children's interests in mind, support those children who are nervous about starting school and address the individual needs of children and families. Our transitional period can change and vary each year depending on the individual needs of the cohort and the information gathered from nursery settings. We hope that by having a clear welcoming procedure the emotions that come with change can be successfully handled by children.

## 4. Curriculum

### 4.1. Overview

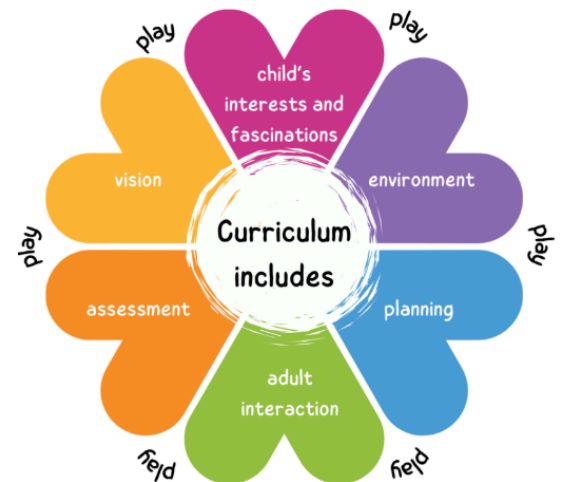
Through our curriculum, we provide activities, play, teaching and experiences that help all children learn, develop and thrive. Our curriculum is a holistic and ambitious plan that sets out what we intend children in our early years to learn and experience across all seven areas of learning. The EYFS framework covers 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:

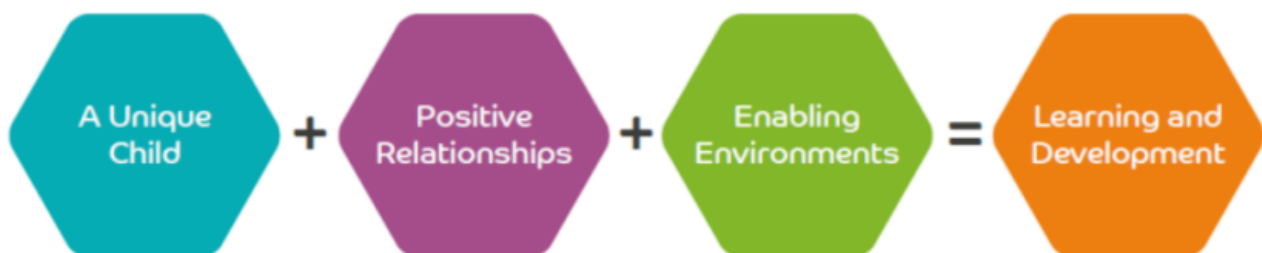
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



### 4.2. Intent: Curriculum

At The Brow Community Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected. We embrace a shared vision and values across the school to enable all children to become successful, independent, confident and responsible learners.

We have designed our own curriculum which is responsive to the needs of our children and reflects the families that are part of our school community. Our curriculum provides children with opportunities to widen their experiences and gives them a breath of knowledge. We ensure that our curriculum evolves and develops as staff get to know the children and their developing interests. We have designed and planned a set of ambitious and sequential skills that we support our children in learning during their time in the Early Years Foundation Stage. Through our curriculum, we inspire our children to communicate and talk about their learning, and to develop independence and self-management.



### 4.3. Implementation: Pedagogy

Our staff plan activities and experiences for our pupils that enable them to develop and learn effectively. In order to do this, we focus strongly on the 3 prime areas. Our staff take into consideration 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. In planning and guiding children's activities, our staff reflect on the different ways that children learn and include these in their practice. We plan for both indoor and outdoor activities that build on and extend children's interests and develop their intellectual, physical, social and emotional abilities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Each area of learning and development is taught through planned, purposeful play, and through a mix of adult-led and child-initiated activities. As our 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. The activities that our staff plan and deliver support children in learning in a holistic way; which means they are developing in all aspects of the Early Years Foundation Stage.

All of our curriculum documents can be found on our school website: <https://www.thebrowprimaryschool.com/>

## 5. Assessment

Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support. At The Brow C.P 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. Through careful assessments and observations, including information provided by parents and/or carers and other settings, children's development levels are measured.

Within the first 6 weeks that a child starts reception, staff will administer a statutory assessment known as the Reception Baseline Assessment (RBA). The RBA is a short, interactive and practical assessment of a child's early literacy, communication, language and mathematics, using materials that most children of a Reception age will be familiar with. The RBA is not about judging or labelling a child or putting them under any pressure. A child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

In the final term of the academic year in which the child reaches age five, and no later than 30 June in that term, we complete the EYFS Profile for each child. The Profile provides parents and/or carers, practitioners and teachers with a well rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. Each child's level of development will be assessed against the early learning goals. We record whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging"). The profile reflects ongoing observations, pupil progress meetings and discussions with parents and/or carers. The results of the profile will be shared with

parents and/or carers for their child. The profile is moderated internally (referring to non-statutory guidance: Development Matters and Birth to Five Matters) and in partnership with other local schools, to ensure consistent assessment judgements. The EYFS profile data is submitted and reported to the local authority.

In both our Pre-School setting and Reception class, all children will be assessed with the WellComm Screening Toolkit. WellComm is a tool that early years professionals use to identify the areas a child may need additional support within their language development. If we do have concerns about a child's development needs we address this in partnership with parents and/or carers. With consent from parents and/or carers we may share information directly with relevant professionals and complete referrals to outside agencies. Where a child may have a special educational need or disability, our staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

## 6. Working with parents

*'Parents are their children's lifelong promoters of development and learning.'* - Birth To 5 Matters 2021

Research shows that involving parents and/or carers in their children's learning is the most important factor in enabling some children to do well regardless of background. Working in partnership with parents and/or carers is central to the early years foundation stage (EYFS). We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home.

We ensure that parents and/or carers are kept up to date with their child's progress and development through formal parents evenings (two appointments in one academic school year) and everyday informal conversations. Each term we offer opportunities for parents and/or carers to attend information sessions, family learning events, coffee mornings and monthly stay and play sessions. We regularly update our learning journal system Tapestry with weekly updates, which provide parents and/or carers with information about our learning in school. Parents and/or carers are encouraged to comment and share their child's achievements from home using Tapestry. At the end of every term, we provide parents and/or carers with information about their child's current stage of development and progress.

## 7. Safeguarding and welfare procedures

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them. We take all necessary steps to keep children safe and well by:

- Safeguarding children.
- Ensuring the people who have contact with children are suitable.
- Promoting good health, including oral health.
- Supporting and understanding behaviour.

- Updating records, policies, and procedures.
- Maintaining staff to child ratio requirements.

All staff members in EYFS complete yearly safeguarding training and have up to date knowledge of safeguarding issues, policies and procedures. We have a number of staff in EYFS who have a current paediatric first aid (PFA) certificate and are available at all times. Our paediatric first aiders are identified on a sign upon entry into our EYFS classroom. All staff members hold relevant qualifications and have passed all required checks to fulfil their roles.

Each child will be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. The key person also helps families to engage with more specialist support, if appropriate.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Katie Scutt (Early Years Lead) 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?
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