



All Saints C of E Primary School,
Newton Heath, Manchester

Early Years Foundation Stage Policy



Through the Christian values of perseverance, respect and love,
we can all be Healthy, Happy and Confident.

“Promoting our growth; building ourselves up in love.” - Ephesians 4.16b

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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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

The policy also uses Development Matters, a non-statutory document produced by the Department for Education.

3. Structure of the EYFS

3.1 Capacity

Our EYFS is single form (one class per year group) entry and has one Reception class with 30 places and one Nursery class with 26 places.

Nursery provision starts at 8:55 am and finishes at 3:15 pm.

Reception provision starts at 8:55 am and finishes at 3:20 pm.

The EYFS unit flows between two classrooms with an outdoor environment for learning.

3.2. Admissions

Admissions to our Early Years Foundation Stage are set out in our Admissions Arrangements Policy which contains the detailed rules on applications, dates, oversubscription criteria, appeals etc. Admissions to Nursery and Reception are confirmed in the Spring term before entry in September (in-year admissions are taken if there are places available).

Entry ages:

Nursery Child will already be 3 years old before September 1st of the entry year.

Reception Child will already be 4 years old before September 1st of the entry year.

3.3. Funding

All Reception places are fully funded by the Local Authority.

We are only provided with 15 hours of funding for all Nursery children.

- If parents are eligible for 30 hours funded childcare for 3-4 year olds, they should provide us with a code so that school can claim the additional funding.
- Even without the additional funding, we aim to provide all children with a full-time place, funded by the school's budget. However, this must be in the best interests of the child, and whether the school can meet the child's needs.
- We have a staggered system for entry. Starting dates will vary over a two week period in September.
- Children are introduced to the Nursery on a full-time basis after a short period of settling in. The period of settling in, and the amount of hours in Nursery, is determined by the needs of individual children, and reviewed regularly.
- A place in the Nursery Class does not guarantee place in the Reception Class.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 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

We have used Development Matters during the development of our curriculum as guidance for our objectives to ensure progression at age related levels working towards the EYFS goals during the final term in Reception.

We have adapted our curriculum to meet the needs of our children, whilst giving a strong focus on our school aims to be healthy, happy and confident. Being healthy and happy in both body and mind is important at All Saints and our curriculum explores strategies to be healthy, happy and confident.

<https://www.allsaintsnh-pri.manchester.sch.uk/eyfs>

Our principles - At All Saints we believe that developing spoken language is vital. Through our curriculum, children learn how to express themselves and communicate clearly. They develop their vocabulary through a rich language environment, and sessions such as 'Big Talk' where modelled sentence structures are explored for eg. Talking to explain, helps to strengthen oracy and develop confidence.

Curriculum delivery - Our curriculum is delivered through a variety of topics which can be seen on our curriculum overview below in our planning section.

4.1 Planning

We have created an overview of our curriculum planning which is available to view on our website, showing key learning objectives for each half term.

<https://www.allsaintsnh-pri.manchester.sch.uk/nursery>

<https://www.allsaintsnh-pri.manchester.sch.uk/reception>

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. Staff plan activities and experiences for children that enable children to develop and learn effectively both inside and outside the classroom.

Our curriculum maps show our long term planning and topic coverage. This is then developed into medium term plans which details how we will teach these objectives and with what resources, books, workshops, and environmental provision each half term. This covers all 7 areas of the curriculum.

Individual needs, interests and stages of development for each child is reflected in our short term planning where the teaching and learning cycle of assessment to inform planning

takes place. Collaboration as an EYFS team takes place whilst observing, teaching and planning. Staff use record sheets with weekly objectives to note progress and comments children make during activities to inform future planning in all areas of the curriculum. Tapestry is used at developmental milestones to help collaboration between staff and is also shared with parents to show their child's next steps in learning.

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.

As we understand the importance of early speaking, listening, storytelling and writing we have a quieter classroom dedicated to developing early literacy and fine motor skills. Our other classroom is dedicated to practical exploration of the curriculum with a teacher led zone and calming sensory corner. Teaching and learning also takes place outside the classroom with a wide area of learning zones in our outdoor environment.

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 Deployment - There is 1 full time teacher in Reception along with 2 part time teachers in the Nursery. We have 4 full time teaching assistants - 3 Level 3 TAs , and 1 Level 2 TA, one of each working in each room alongside the teachers.

The children in both Nursery and Reception engage in both teacher led and independent active learning opportunities every day. Teaching and learning takes place both inside and outside the classroom. All children have daily access to zones which relate to numeracy, literacy and the wider curriculum. Outdoor learning has opportunities to explore all areas of the curriculum.

In house training for the curriculum, Tapestry and moderation also takes place termly. Individual Teaching Assistants are also trained in particular areas of language development and in delivering interventions, WELLCOMM and NELI.

5. Assessment

At All Saints C of E Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their interests and learning styles and ensure progress. These observations are used to shape future planning. We use Tapestry to record our observations, which are shared with parents. These show the objectives each child is working on and next steps in their learning journey. Parents and

carers are asked to comment on the observations and talk about any learning that they have been doing at home.

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 within each child's end of year report in July.

The profile is moderated internally and in partnership with other local schools during LA (Local Authority) moderation, to ensure consistent assessment judgements. EYFS profile data is then submitted to the local education authority.

6. Working with parents

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

Staff can be contacted by parents on our class email, a link to each class email is available on our website. We also aim to continue to provide workshops for parents on phonics, fine motor skills, and reading. Our home learning apps such as Bug Club, Doodle, Purple Mash, Spelling and Phonics Shed also help parents support their child's learning at home.

Parents and/or carers are kept up to date with their child's progress and development via termly parents' afternoons. Parents can also see and comment on their child's progress on Tapestry and Twitter.

In July parents receive their child's Annual Report. This shows each child's attainment in regards to the EYFS goals. It also comments on their child's learning in each of the 7 areas as well as their child's development in the 3 characteristics of effective learning.

The EYFS profile level of attainment helps to provide parents and/or carers gain a well-rounded picture of their child's knowledge, understanding and abilities before they enter Year 1.

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

At All Saints we promote good health in general, and are involved with the 'Manchester Healthy Schools' award scheme. We recognise as a UNICEF rights respecting school that all children have the right to be healthy and safe .

We promote this in the early years by talking to children about:

- E safety
- Children's rights
- How to be healthy in mind and body

We also have visits from :

- Dentists
- Nurse PANTS session
- Fire officers 9 (fire safety)
- Police officers (emergency 999)
- Staying safe with Sam (poisoning - detergent sessions)

The rest of our safeguarding and welfare procedures are outlined in our Health and Safety Policy, Child Protection Policy, Safeguarding Policy, Data Protection Policy and Behaviour and Discipline Policy

Staff receive and complete Health and Safety and training through iHASCO. Paediatric First Aid training takes place face-to-face with professional organisations.

8. Monitoring arrangements

Both internal and external monitoring of standards take place throughout the year.

The EYFS lead completes scrutiny of work looking at teaching and learning, progress, levels of attainment termly. This is reported to the Senior Leadership Team. Areas for development are fed back to staff.

Learning walks take place termly to actively see teaching and learning. Internal staff meetings are held where both EYFS staff and staff in the wider school moderate and compare standards across the school. This gives EYFS staff the opportunity to look at the KS1 curriculum and work. Moderation of standards is also a focus for staff meetings in the EYFS where staff including TAs can understand the use of Tapestry, next steps and concerns and engage in dialogue to focus accelerated learning.

There is an EYFS link governor and they are a familiar member of our school community and regularly visits the Foundation Stage to talk with the staff and children, keeping up to date with new changes in environment, teaching and learning as well as checking on the well being of our children and staff. Formal visits are also scheduled into the yearly time timetable.

External Quality Assurance visits from the LA as well as our school external adviser are built into our annual monitoring of standards schedule. This gives us an opportunity to quality assure ourselves and gain a clearer external insight into areas for development.

The school development plan highlights the areas we are improving in the EYFS through the monitoring of standards. Our EYFS action plan and SIP priorities of, focus on primes, accelerated learning, language development and early phonics and reading with actions against these areas shows how we use our monitoring to inform our development plans.

This policy will be reviewed by the Early Years Lead at least every 2 years, and shared for approval with the Curriculum and Standards Committee of 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 supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy and Fire Evacuation Plan
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