

BORROW WOOD PRIMARY SCHOOL

EARLY YEARS AND FOUNDATION STAGE POLICY



Author: Kay Tomlinson and Zoe Fletcher
EYFS Governor: Steven Handsley
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1. LEGISLATION

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

2. INTRODUCTION

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. We recognise that every child deserves the best possible start in life with support that enables them to fulfil their potential. Children's development and learning in the early years has a major impact on their future life chances. Therefore, at Borrow Wood, we strive to provide a secure, safe and happy learning environment where children receive high quality early learning provision ensuring the best possible start to their school experience.

This policy outlines the purpose, ethos and leadership of the Early Years Foundation Stage (EYFS) at Borrow Wood Primary School. The implementation of this policy is the responsibility of all practitioners working in the EYFS setting, including both teaching and non-teaching adults, alongside the school leadership team.

Through the implementation of the policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Terminology

- In this policy the term '**setting**' refers to the Early Years educational provision at Borrow Wood Primary School. This is available to children who enter Nursery from the age of three and Reception from the September of the academic year in which they turn five years old.
- In the policy the term '**practitioner**' refers to all staff working with children within the setting.

3. AIMS OF THE EARLY YEARS FOUNDATION STAGE

In the EYFS setting at Borrow Wood Primary School we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and equally important and develop at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Identifying concerns as early as possible and working with families and agencies to support the child.
- Providing a safe, secure and caring environment, inside and outside, where children feel happy and know that the practitioners looking after them value them.
- Prioritising and promoting opportunities to model high quality language and learn new vocabulary through purposeful adult interactions, the sharing of quality texts and providing meaningful experiences.
- Nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes and to manage some risks independently.
- Developing children's understanding of social skills and the values and codes of behaviour required to work together respectfully.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions that are different to their own.
- Understanding the importance of play and providing learning experiences, which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences, which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.

4. THE EARLY YEARS FOUNDATION STAGE FRAMEWORK

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Teaching in the EYFS setting at Borrow Wood Primary School is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments with teaching and support from adults' and 'Children Learn in Different Ways and at Different Rates.'

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

Providers must also support activities through four specific areas that strengthen the prime areas.

These are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. Not one aspect of development stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum that allows children to make many links between what they are learning. All Areas of Learning and Development are given equal weighting and value in Reception with Prime areas given priority in nursery.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate the children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents or carer and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching, and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

At Borrow Wood Primary School, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of Year 1.

5. STAFFING

Staff working in EYFS comply with ratios in line with the EYFS statutory framework and with the school's recruitment policy.

[Safer Recruitment and Selection Policy](#)

6. SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.
- Ensure there is an adequate supply of spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.

- Carry the appropriate insurance, e.g., public liability insurance.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

7. ACTIVE LEARNING THROUGH PLAY

At Borrow Wood Primary School we recognise that young children learn best through being active. This means we encourage children to be actively involved, both cognitively and physically in their learning. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a flexible and powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting at Borrow Wood Primary School practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences that will support children to develop their language, personal interests and areas of curiosity. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge and to demonstrate their skills and understanding.

8. ASSESSMENT AND RECORD KEEPING

A baseline assessment is carried out during the children's first six weeks upon entering the setting, using the statutory Reception Baseline Assessment (RBA) and our own knowledge of child development supported by Development Matters and the EYFS Profile. Assessments are also carried out on children entering nursery.

Ongoing assessment is an essential aspect of effective practice in the EYFS setting at Borrow Wood Primary School. Regular, planned and focused assessments are made of children's learning and individual needs. A school assessment programme is used to record the 'now and wow' moments on a regular basis. This allows maximum opportunity for quality adult child led interactions. Evidence is also collected from parents through homework activities, parent questionnaires and regular parent contact. Progress is tracked at key times during the year using Development Matters and the Early Years Foundation Stage Profile. Ongoing assessment is used to inform planning and to ensure provision meets the needs of the children.

At the end of the child's Reception year, evidence is gathered using the [Early Learning Goals](#) (p. 11 - 16) to provide a summary of every child's development and learning achievements. This information is reported to the Department for Education and shared with parents/carers. It indicates whether a child has reached a Good Level of Development (GLD). To reach a good level of development children have to reach the expected level in all the Prime areas plus literacy and maths.

9. PLANNING

At Borrow Wood we use the non-statutory document Development Matters 2020 (revised July 2021) and the EYFS statutory framework for reporting a child's attainment at the end of Reception. The Foundation team are involved in deciding the termly topics, based on the requirements of the Foundation Stage Profile taking account of children's interests and next steps in learning.

Planning reflects the needs of the children and is adapted in response to ongoing assessment.

Planning includes:

- Teacher led activities – When the adult delivers specific skills and knowledge that the children need to learn. E.g Phonics, maths and topic.
- Teacher initiated activities – When the adult has designed the activity to meet a specific goal or learning intention. E.g. Colour mixing, an autumn walk to explore seasonal changes.
- Continuous provision – When the adult takes the learning to the child during their play. E.g. Role-play where the adult can model and extend language.
- Objective led planning – When practitioners focus on identified children during continuous provision to support specific areas for development.

We recognise the importance of providing additional experiences throughout the year to enhance and develop the children's understanding of their community and the world around them.

Healthy eating

Children are taught throughout the year about the importance of being healthy. There are regular opportunities planned for cooking, gardening and food preparation during the school year.

The children have access to a healthy daily snack at story time, where the children are sitting and are closely monitored.

At lunchtime the Nursery children eat in the unit and are supervised with a ratio of 1:8 and a minimum of 2 adults. Reception children eat in the upper hall with the other children and are supervised by the midday supervisors. School dinners are prepared on site.

Children have water bottles in school and are encouraged to drink water throughout the day.

10. PARENTS AS PARTNERS

At Borrow Wood Primary School we recognise the importance of establishing positive relationships with parents/carers as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. We value the role of parents/carers as children's primary educators. Through questionnaires and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes).

Parents/carers are invited to attend meetings during the academic year to discuss their children's development and progress. They are also regularly informed of what is happening in the setting through opportunities to talk at the beginning and end of the day, parent events, regular letters and emails, including a weekly note home, sharing what we have been learning and other information. Parents/carers are invited to attend regular workshops in school to work alongside their child, to see how we teach and be fully involved in their child's learning. We provide ideas of how parents/carers can support their children's learning at home; consolidating and building on what has been covered in the setting. Whole school newsletters are sent home and are also available on the school's website.

11. TRANSITION

The Early Years Transition Policy and the Primary Transition Policy outline the procedures, actions and timeframes the school will follow at transition points.

Transition into Nursery

Parents who have expressed an interest in the nursery will be invited to open sessions run throughout the year. The school may also arrange individual visits subject to appointment.

Children who are set to attend the nursery will be invited for stay and play sessions after the school day with their parents/carers, before they are due to start.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

Parents will have the opportunity to talk to practitioners at the end of the day and via email to support the children with transition.

Transition into Reception

Nursery and Reception children share the indoor and outdoor areas during child-initiated activities and integration between classes will be encouraged.

Children who have not attended Borrow Wood Nursery will be invited to stay and play sessions after school with their parents/carers during the summer term before entry to Reception. Parents/carers will be offered a home visit from the EYFS lead and contact with previous Nursery settings and or childminders, will be made to ensure the transferring of information, such as assessment information and details of SEND to support a smooth transition.

All children will have a transition day in reception during the summer term.

During the first term of reception:

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

12. ADMISSIONS AND INDUCTION

We acknowledge that choosing a nursery or school place for your child is a very important decision.

Therefore, we offer and encourage all parents/carers to arrange a visit to our setting so that they can meet staff and discuss the provision we offer.

Nursery

We recognise the importance of offering flexible options to meet the needs of our parents/carers. Therefore, we offer a range of sessions as below:

- 5 mornings from 8.45am - 11.45am
- 5 afternoons from 12.30pm - 3.30pm
- Two and a half days - Monday, Tuesday all day and Wednesday morning or Wednesday afternoon and all day Thursday and Friday
- Some extended (30) hours places

Admissions to our nursery are handled by Borrow Wood Primary School and applications are made directly to school.

Reception

Borrow Wood Primary School adheres to Derby City Council's admission arrangements. Children are admitted into the Foundation Stage 2 (Reception) classes through one intake in September. Parents/carers' meetings and transition visits are arranged in the summer term before the children start school. Applications for a school place are made through [Derby City Primary School admissions](#).

In the summer term, prior to starting in September, parents/carers are invited into school to meet the practitioners. At this meeting information regarding the induction process and what goes on in the setting is shared.

Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school.

[See Admissions Policy for more information.](#)

13. EQUAL OPPORTUNITIES

All practitioners at Borrow Wood Primary School have a responsibility to maintain positive attitudes to diversity and inclusion, ensuring that inclusive practice, grounded in mutual respect, is fundamental in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to thrive in the EYFS setting at Borrow Wood Primary School.

[Equality and Diversity Policy](#)

14. SPECIAL EDUCATIONAL NEEDS

Borrow Wood Primary School is an inclusive setting that welcomes all children in our community. We recognise that some children have additional needs, which need to be supported. Our SENCo (Special Educational Needs Coordinator) works alongside practitioners and families to identify needs early and to offer support and advice as the children progress through school. In our EYFS setting a strong focus is placed on teaching our youngest children to respect one another.

[SEND policy](#)

15. SAFEGUARDING

It is important to us that all children in the school are safe. 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 educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment. We aim to protect the physical and mental well-being of all children.

[See further Safeguarding information on the school website.](#)

16. STAFF SUPERVISION

There is a range of supervision opportunities planned throughout the year, from one-to-one, group and unplanned or 'ad-hoc' supervision when required throughout the year in line with the EYFS statutory framework. Staff supervision will also reflect the employee's experience and competency.

17. MONITORING AND REVIEW

This policy will be reviewed every two years or as necessary.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The EYFS Unit is part of the whole school and adheres to whole school policies, including the following:

- Health and Safety Policy
- Behaviour Policy
- Intimate Care Policy
- Managing Medicines Policy
- SEND Policy
- First Aid Policy
- Inclusion Policy and Accessibility Plan
- Supporting children with medical needs
- Safeguarding, equality and diversity