

EARLY YEARS AND FOUNDATION STAGE POLICY

Park Spring Primary School



Approved by: Governing Body

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1. Aims

This policy aims to ensure that:

- Children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress throughout their school experience and later 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 exists 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 \(EYFS\)](#), effective from 1 September 2025. This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The EYFS applies to all children from birth to the end of the reception year. At Park Spring Primary School, we offer Early Years educational provision for children aged 3 to 5 years.

Nursery

Park Spring Primary School has 52 nursery places for 3 and 4-year-olds, with up to 26 children in the setting at one time. Parents can make a preference for beginning of the week (Monday and Tuesday 9:00 – 3:15 and Wednesday morning 9:00 – 11:30) or end of the week sessions (Wednesday afternoon 12:45 – 3.15 and Thursday and Friday 9:00 – 3:15). We also offer a limited number of children a 30-hour place. As these children are in school for 31.25 hours across the week (9.00 – 3.15) each day, there is a charge for the additional 1.25 hours.

The staffing structure in Nursery is made up of 2 part-time teachers (who have responsibility for the beginning and end of the week children and share responsibility for the 30-hour children). The Nursery Teachers are supported by 2 teaching assistants at any one time.

Reception

We have 60 Reception places. There are 3 Reception teachers (1 full-time and 2 part-time teachers) and 6 teaching assistants.

4. Curriculum

The EYFS at Park Spring sets the foundations of the 'Golden Thread' which runs throughout school. We want our children in the Early Years to experience a broad range of high quality, meaningful activities that spark their interest and curiosity; engaging them in their learning and allowing them to develop their Characteristics of Effective Learning (Playing and Exploring, Active Learning, Creating and Thinking Critically). They will also develop their understanding of the wider world and other cultures, linking many activities to high quality texts. The children need to leave Reception with solid foundations in reading, writing and mathematics, for the rest of their learning to build on.

Knowing the children well is vital. This ensures that we can build on their needs and interests – our curriculum is not limited to what is written down and must be flexible. Engaging parents in their child's learning is key to providing the best support for them, helping all children to achieve their full potential.

Our Early Years curriculum is thoughtfully designed to give all of our children, especially those who come from the most disadvantaged backgrounds, a wide range of experiences which will develop their knowledge, confidence and awareness of the wider world.

The curriculum encompasses all learning opportunities throughout the day, including continuous provision and child-initiated learning, adult-led and planned activities, effective interactions, visits and visitors and daily routines. The adults sensitively support the children to move their learning on; challenging the learning taking place, providing vocabulary and modelling ambitious talk to support language development, alongside asking open-ended questions to encourage children to expand on their knowledge and understanding.

We provide real-life, purposeful activities, trips and experiences (e.g. a library visit, Hesketh Farm trip, Guide Dogs and birds of prey visiting school) to give the children the breadth of experiences they may not otherwise have. We build topics and activities around children's interests and key annual events on the calendar. Books form a focus for key learning across the week.

The curriculum is planned in a sequenced way and provides opportunities to revisit skills and knowledge so that children can use and apply what they have learnt in different ways. The EYFS statutory 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

4.1 Planning

Our staff plan activities and experiences for children that enable them to develop and learn effectively. A focus on building strong, positive relationships with the children in our care allows staff

to take into account the individual needs, interests, and stage of development of each child. We then use this information to plan challenging and enjoyable learning experiences. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

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.

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 through warm, positive interactions.

Daily adult-led activities include a Phonics lesson, Maths lesson and a Topic lesson. Children then have the opportunity to apply their learning within the areas of provision, and during adult focus activities throughout the week.

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.

5. Assessment

At Park Spring Primary School, on-going formative assessment is an important part of learning and development processes. Staff build strong relationships with every child so that they are able to identify children's interests, strengths and areas of development. These observations are used to shape future planning and interventions to support those children who require additional support. Staff also take into account observations shared by parents and/or carers.

Staff administer the statutory Reception Baseline Assessment (RBA) within the first six weeks of children starting school.

At the end of each term, staff assess the children's progress against objectives within the EYFS Long-Term plan. These judgements are based on on-going observations and formative assessment which takes place throughout the school day. The assessments identify children who are on track, or not on track with their learning and development. Staff then use these assessments to identify children who need additional support with specific interventions.

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 by the EYFS Leader, class teachers and teaching assistants (referring to the [Development Matters guidance](#)). EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. Each child has a key person (their class teacher) who helps to ensure that their learning and care is tailored to meet their needs.

As stated in the EYFS statutory framework, when assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement. They are not required to prove this through collection of any physical evidence. However, we believe that sharing their child's learning experience with parents and carers is an important aspect of developing a strong home-school partnership.

Parents and/or carers are therefore kept up to date with their child's progress and development through observations on 'Tapestry', and through family consultations three times a year. Tapestry and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. At the end of each academic year, we provide parents with an report which documents children's attainment against the Early Learning Goals (at the end of Reception) and the areas of learning (in Nursery).

We also have an open-door policy which gives parents the opportunity to speak with their child's class teacher or teaching assistants before or after school about any queries they may have about their child's experience in school.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, 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 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 Nursery-aged children:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- Where a person with an approved level 3 qualification is working directly with children without the class teacher present, we have at least 1 member of staff for every 8 children

For Reception-aged children:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current Paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. All staff who have obtained a Level 2 and/or Level 3 qualification since 30 June 2016 also hold a valid PFA qualification.

We promote good oral health, as well as good health in general, in the early years. Nursery children also participate in supervised tooth-brushing after lunchtime. We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe. Quality assurance checks take place twice a year.

7.1 Safe Sleep

At Park Spring Primary School, we take children into our nursery from the age of 3. Children in nursery and reception do not usually need to have a sleep during the school day. If this is required,

however, staff will make sure the child has a safe, quiet, and comfortable place to rest or sleep. This could also be the case if a child becomes unwell at school.

We follow guidance from the Lullaby Trust around 'Safer Sleep for Babies' to help reduce the risk of sudden infant death syndrome (SIDS). This guidance is for babies up to 12 months of age, but we still take it into consideration because SIDS can still happen in older children.

Safe Sleep actions:

- Use the sleep mat provided. Wipe clean with anti-bacterial spray before putting away.
- Do not use a cushion or bean bag.
- Use the blanket provided. This should be washed after use.
- Encourage children to sleep on their back.
- An adult will be allocated to check on the child every 10 minutes.
- Open the window nearest the child if it is not already open.
- Inform parents/carers when they collect their child that they have been asleep.

The Safe Sleep guidance from The Lullaby Trust is included for reference.

<https://www.lullabytrust.org.uk/wp-content/uploads/Safer-Sleep-Awareness-A-Guide-For-Childminders-Foster-Carers-Nannies-and-Nursery-Settings-2.pdf>

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Eve Brearey (EYFS Leader) every 3 years. At every review, the policy will be shared with the governing body.