

EYFS Policy



Rayleigh Primary School

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC. The EYFS Policy ensures that:

- Every child has the right to have a say in all matters affecting them, and to have their views taken seriously (article 12)
- Every child has the right to feel safe (article 19)
- Every child has the right to an education (article 28)
- Education must develop every child's personality, talents and abilities to the full (article 29)
- Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights (article 14)

Approved by:

LSB

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1. **Introduction/ Aims**

This policy will provide a clear indication of Rayleigh Primary School's expectations and will act as a key vehicle to achieve outstanding outcomes for every child.

This policy aims to ensure:

- A consistently rigorous approach to teaching for learning so that every child makes good progress and no child is left behind;
- Children access a broad and balanced curriculum that gives them the knowledge and skills needed for good progress through school and life;
- 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](#). This document also complies with our funding agreement and articles of association.

3. **Admissions**

Entering a new situation can be a daunting experience for a young child and/or parent. We believe in the importance of a smooth transition between settings (home/ pre-school/nursery).

Nursery

Pupils can start in Nursery once they are 3 and are entitled to 15 hours free childcare. We also have 30 hour provision. Pupils can attend morning or afternoon sessions or both.

School tours will be held to allow parents to look around the setting and talk to staff about how to apply for a place. These sessions are booked through the school office and take place throughout the year.

If parents are successful at gaining a place they will receive a phone call with details of the induction arrangements. This may be a home or school visit before the child starts to allow staff to gather information about the child and also to start developing staff-child and staff-parent relationships. Staff will collect information about the whole child (development and academic achievement), routines, interests, medical information, family unit and any additional needs that will ensure the smooth transition for the child into the setting.

Parents will also receive an information booklet about the Nursery routines and what their child will be learning. There will also be information about the members of staff that they will see in the setting.

Pupils will have a staggered entry to allow staff to support each individual child as required. This will be specific to each child to ensure each child's individual needs are met.

Reception

Reception pupils start in the September of the academic year that they turn 5.

School tours and Open Days will be held in the autumn term and January to allow parents to look around the setting and talk to staff about how to apply for a place.

Applications are made via Essex County Council and places are allocated according to their criteria.

www.essex.gov.uk/schools-and-learning/schools/admissions/primary-school-places)

Once places have been allocated, a welcome letter will be sent to the family, which will include dates for transition and information regarding parent information sessions, held during the summer term.

Children will be visited at home and/or their pre-school or Nursery. All visits are to allow staff to gather information about the child and also to start developing the teacher-child and teacher-parent relationships. At the visits, it is important for staff to collect information about the whole child (development and academic achievement), routines, interests, medical information, family unit and any additional needs that will ensure the smooth transition for the child into the setting.

Parents will be invited to an information session about school expectations, routines and start dates in the summer term. Parents will receive an information booklet about Reception, containing information about the school, members of staff that they will see in the setting and what they will be learning.

Pupils will have a short staggered entry during September; timescales can be variable to meet the needs of the child.

4. Curriculum

The EYFS is guided by four overarching principles: '*A Unique Child, Positive Relationships, Enabling Environments and Learning and Development*', DfE 2021. We believe that these main principles guide and improve outcomes for the children at Rayleigh Primary School.

A Unique Child

We believe that 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.' DfE 2021. We understand that every child is unique and will have had a variety of different life experiences before they start school. Therefore, we work together to ensure that our curriculum and environment enables all children to explore, create and develop their knowledge and understanding in an exciting, safe and supportive environment. We embrace the children's different cultures and experiences and take their interests into consideration when planning the curriculum.

Positive Relationships

At Rayleigh Primary School, we know that building positive relationships with young children is an essential and foundational component of good teaching. We recognise that all children grow and thrive in the context of close and dependable relationships that provide nurture, security and responsive interactions. We aim to have a strong partnership between children, practitioners and parents and carers.

Enabling Environments

We recognise that the environment plays a key role in supporting and extending children's development. Through observations, we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and Development

We believe that play is the fundamental way in which young children learn. Learning through play enables children to self-challenge, develop skills and problem-solve. Our learning environments are organised to provide all children, including those with SEND needs, with a rich, varied and safe place to play, explore and learn. We believe that the way the physical environment is designed and configured influences how children feel, act and behave.

Our classroom environment allows growth and development through carefully planned learning-through play opportunities, activities and resources, which children can independently access in defined areas. We view the environment as the third teacher to facilitate their own learning.

Areas of Learning

We use the DfE non-statutory guidance document '*Development Matters*' to help inform planning in our Nursery and Reception classes. This document organises the EYFS curriculum into seven areas of learning and development.

Prime areas:

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

Specific areas:

- Literacy,
- Mathematics,
- Understanding the World,
- Expressive Arts and Design.

All of these learning areas are planned for both through play based independent learning opportunities and experiences and adult supported guided activities with individual challenge.

4.1 Planning

All areas are delivered through a well-planned approach, with a balance of adult led and child-initiated activities. Throughout the EYFS, our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELGs). These are the goals or targets for children to achieve by the end of Reception.

Our medium term plan is organised into blocks across the terms which link to different high quality texts. This helps to ensure the learning is set within a range of contextual themes across the year that allows flexibility to ensure that both children's needs and interests are taken into account. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. The topics that we incorporate into our planning are:

Nursery		Reception	
Autumn 1 Settling In Nursery Rhymes	Goat Goes to Playgroup Maisy Goes to Nursery Where's Spot? Hugless Douglas	Autumn 1 Inside Outside	Where the Wild Things Are Anansi the Spider
Autumn 2 Family and Friends	We're Going on a Bear Hunt Owl Babies Peace at Last Whatever Next	Autumn 2 Knowing Yourself	Look Up Halibut Jackson

	The Very Busy Spider		
Spring Traditional Tales	The Magic Porridge Pot The Three Little Pigs The Three Billy Goats Gruff The Ugly Duckling The Frog Prince Goldilocks and the Three Bears The Elves and the Shoemaker Once Upon a Time	Spring 1 Talents and Powers	The Magic Paintbrush Little Red
Spring 2 Noah's Ark	Pink Dear Zoo Hairy McClary Rumble in the Jungle A Squash and a Squeeze Farmer Duck Penguin Lost and Found Who Sank the Boat? The Tiger Who Came to Tea	Spring 2 Sowing a Seed	The Tiny Seed The Extraordinary Gardener
Summer 1 Sowing a Seed	Jasper's Beanstalk In Wibbly Pig's Garden What the Ladybird Heard Oliver's Garden The Very Hungry Caterpillar Bloom Tilly Plants a Tree Sam Plants a Flower Titch	Summer 1 Strength of Mind	Weirdo The Night Pirates
Summer 2 Knowing Yourself	Pets You Get Harry's Bucketful of Dinosaurs Rainbow Fish The Smartest Giant in Town You Choose Hamilton's Hats	Summer 2 Family and Friends	Izzy Gizmo

Staff 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 we believe a child may have a special educational need or disability that has not previously been acknowledged, we will work closely with the parents/carers and any relevant professionals to establish the child's needs and to secure any action that may be required. Reasonable adjustments

will be made, on an individual basis, to ensure that children with disabilities can make full use of our facilities.

Phonics

We use a whole school programme to teach phonics which is called Jolly Phonics. In Reception, daily sessions last for approximately 30 minutes depending on the stage of the programme. In Nursery, phonics begins with developing key listening skills and then moves on to the teaching of phonic sounds.

Reading

We believe that a love of reading underpins much of an individual's success. Staff read a variety of texts to and with the children on a daily basis. Texts often link to writing opportunities in the wider curriculum, as well as in focussed, adult led activities, however, some texts are also chosen for reading for pleasure.

Maths

Focused maths sessions take place each day to secure all aspects of EYFS mathematics, including number and numerical patterns. Opportunities are provided throughout the environment to ensure that the skills being taught are available for children to explore and develop independently and with their peers.

We recognise the importance of The Characteristics of Effective Learning when thinking about how children learn and interact with their environment, *Playing and Exploring*, *Active Learning* and *Creating and Thinking Critically*. We also value the importance of a holistic approach to learning and use the Leuven scale of wellbeing and involvement to ensure the safeguarding of a child's emotional development.

Teaching and Learning

The Early Years classrooms are zoned to allow children to investigate and learn securely and safely. There are areas where the children can be active, explore and investigate, be creative and imaginative or be quiet and reflective. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

The EYFS classrooms also have a stimulating outdoor area which children have access to throughout their day. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children space to explore, the ability to use their senses and to be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 17 areas of learning and believe that the different weather types only add to the experiences that children can be a part of. Appropriate clothing is vital and all parents are reminded of the learning benefits that exploring outdoors brings in all weather conditions.

We ensure all practitioners have appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities. All staff receive induction training to help them understand their roles and responsibilities. Induction training includes information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.

Practitioners receive training and support as part of the wider CPD programme. They also attend relevant training specific to the EYFS.

Play

Learning through play underpins our approach to teaching and learning in the foundation stage and all areas of the curriculum are delivered through a well-planned approach, with a balance of adult led and child initiated activities. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and help them make sense of their world.

Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. Children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language. 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.

We believe that access to an Early Years play-based curriculum is essential for all children, including those with Special Educational Needs and Disabilities. For some children with SEND, in reception and beyond, increasingly more personalised approaches are used to ensure that they can access their curriculum alongside more targeted provision with enhanced support. This will be discussed, agreed and reviewed with parents and carers.

Attendance

Children who attend school regularly, arrive and are collected on time are more secure and better able to engage with the learning environment. We view good attendance and punctuality as vitally important for the learning and well-being of children. Regular attendance will enable children to make the best start to their education. Poor attendance and punctuality, even at the earliest age, can affect achievement in later life. Establishing good habits from the start is very important. After all, good habits of attendance and punctuality are key skills for adult life.

5. **Assessment**

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. Staff also take into account observations shared by parents and/or carers. We use Tapestry (online journal) to communicate with parents in this regard.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA) and the Speech and Language Welcomm programme will also be conducted in the autumn term.

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 (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority. In Nursery and Reception, each child has a Tapestry journal for staff and parents to upload and track activities, achievements and progress.

All teachers participate in regular moderation activities, in school, across the SEAMAT Trust and as part of Local Authority events.

Within the final term of both Nursery and Reception, we provide a written report to parents, reporting their child's progress against the prime areas and the specific areas of learning and characteristics of effective learning. We provide an opportunity for the parents to discuss this with the EYFS teacher during an open session at the end of the year.

6. **Parents and Community Links**

We believe that building good relationships with parents and carers allows for a better understanding of the whole child, their personal experiences, cultural background and their emotional, personal, social and academic needs.

Parents are welcomed and encouraged to share information about their child, to ask questions and discuss their child's learning with the teachers. This can be done via Tapestry or face to face, at the school gates at the end of the day. Formal parent consultations are offered, twice per year, where parents have the opportunity to speak with the teachers to discuss their child's progress and development, their next steps in learning and to view their child's work. We value the importance of

the three-way relationship between children, parents and staff, as it enables children to make good progress and to maximise their potential.

At Rayleigh Primary this relationship and engagement is encouraged through;

- A welcoming induction process with parent induction and curriculum meetings, new starters information on the website, important information provided in writing and opportunities to discuss concerns etc.
 - Transition booklets for all children and a pictorial tour of the setting on the website for children to access during the Summer Term before starting school.
 - Visits/phone calls to preschool settings to gain as much information about the children as possible.
 - Home visits, if parents would like.
 - Regular Tapestry posts to parents and carers providing updates on what the children are learning and experiencing at school. Messages may be sent through Tapestry to parents and carers to inform them of events/activities specific to EYFS children and to encourage the home school link through homework activities and challenges.
 - Parents are invited to EYFS activity events such as the Winter Craft morning, Sports day and share a school dinner experience.
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- Community - We aim to develop links with the local community to help develop the children's understanding and respect for others. This can include visits from local services such as the police, fire service, ambulance service and RNLI as well as trips for the children to Rayleigh Library and local shops. The children are encouraged to take an active part in the local community through competitions and supporting others.

Induction/Preparation for Starting at Rayleigh Primary School

In order to ensure that every child makes the best possible start into their school journey, the following activities can be completed at home to get them ready for school:

- Where possible, children to be toilet trained;
- Communicate their needs;
- Listen to and follow simple instructions;
- Being able to take off/put on coats and shoes independently;
- Feed themselves using cutlery;
- Recognise their own name;
- Build up finger muscles by doing fine motor activities such as: playdoh, drawing and threading;
- Practise counting to 10;
- Identify basic shapes (square, circle, triangle, rectangle) and colours;
- Begin to recognise and say the Group 1 phonic sounds

[\(https://www.jollylearning.co.uk/resource-bank/hear-the-sounds/\)](https://www.jollylearning.co.uk/resource-bank/hear-the-sounds/)

7. Welfare and Safeguarding

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 follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory guidance (2021).

Members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Members of staff do, however, use school ipads to take photographs and videos to use as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's Tapestry Journals, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork completed at the home visit / parent information sessions. Permissions can be changed by contacting the school office in writing.

At Rayleigh Primary, we comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare of children
- Promote good health by:
 - preventing the spread of infection and taking appropriate action when children are ill.
 - ensuring that meals, snacks and drinks are healthy, balanced and nutritious. Information is obtained about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water is available and accessible to children at all times. We record and act on information from parents and carers about a child's dietary needs.
- We promote good oral health, as well as good health in general, in the early years by talking to our children and parents about:
 - The effects of eating too many sweet things
 - The importance of brushing your teeth,
 - The importance of drinking water.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies, and procedures required for safe efficient management of the setting and to meet the needs of the children.

Further details are contained in the policies contained in the table at the end of this policy.

Inclusion

We support all children to achieve their full potential. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly and all children and their families are valued.

In the EYFS, we set realistic and challenging expectations that meet the needs of the children when planning. In planning, we ensure that we meet the needs of all the learners using practitioner's knowledge and both formative and summative assessment procedures.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs and interests.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Taking into account representation, using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

If staff or parents identify a concern regarding a child's progress, the school would consult the SENDCO and/or Senior Leadership Team. We use a range of strategies to support children; these may include internal support. In addition, referrals can be made to external agencies such as speech therapist, Educational Psychologist, school nurse, health or social services.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding procedures	See safeguarding and child protection policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See first aid policy

Emergency evacuation procedure	See health and safety policy and fire evacuation procedures
Procedure for checking the identity of visitors	See safeguarding and child protection policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding and child protection policy
Procedure for dealing with concerns and complaints	See complaints policy
Equality Policy	Equality of opportunity policy
Health and Safety [incl release of children]	Health and Safety policy