



Rossall

INSPIRING EXCELLENCE

EYFS POLICY

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Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the good range of 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
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- All stakeholders in the EYFS provision at Rossall, have a clear overview of how we operate

Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

Structure of the EYFS

In the EYFS at Rossall we have 4 rooms: Reception (4-5yrs), Pre-School (3-4yrs), Sandpipers (approximately 2-3yrs) and Sanderlings (3mths - to approximately 2yrs). We are open from 7.30am until 6pm for 50 weeks of the year (closing for two weeks at Christmas), with the exception of the Reception Class which is term time only and runs inline with the Preparatory School opening times of 8am until 5.30pm.

Nursery Fees 0+ to 2 years

Fees are inclusive of meals, nappies and wipes.

- Full-Day £54.00
- Full Week (5 days) £260.00

Nursery Fees 2 Years to 4 Years

- Morning Session (including lunch) 8.00am – 1.00pm £28.00
- Afternoon Session 1.00pm – 6.00pm £28.00
- An Early Bird Session 7.30am – 8.00am £5.00
- Day Rate (including lunch) 8.00am – 6.00pm £52.00
- Full Week (5 days) £250

All meals, snacks, drinks and additional items are included. There may be a small charge from time to time for activities that will always be communicated in advance. Parents need flexibility in terms of childcare so we offer both 30 and 15 hours of funded childcare. This government funding is available the term after a child's third birthday.

Fees for Reception class can be found via our website <https://rossall.org.uk/fees/>

Learning and Development

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

Four guiding principles shape our practice.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

The EYFS 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

The Educational Programmes set out in the Early Years Foundation Stage Framework are what the EYFS curriculum at Rossall is built around. The Education Programmes set out what children should experience in the Early Years Foundation Stage to support their learning and development. There is an Educational Programme for all seven areas of learning outlined in the EYFS Framework.

These programmes are delivered through a range of adult led activities such as phonics, maths and story time sessions as well as through child initiated learning built upon the children's interests and skills that are identified as needing to be developed.

Our Curriculum is guided by Birth to 5 Matters and Development Matters in order to reflect recent research, to meet the needs of practitioners, to respond to current issues in society, to meet the needs of children today and to lay a strong foundation for their futures. Both guidelines support us in all our statutory responsibilities within the EYFS areas of learning and development and educational programmes, and to help children make progress toward the Early Learning Goals (ELGs).

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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.

All planning is reviewed regularly amongst the EYFS team to ensure coverage and continuity.

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately. We guide the development of children's capabilities with a view to ensuring that children in our care complete the EYFS ready to benefit fully from the opportunities ahead of them.

Teaching

The children within our EYFS setting have regular opportunities to play indoors and outdoors, visit the beach, explore our woodland area and investigate our vast campus. We have a Performing Arts Studio for performances, a chapel to celebrate religious festivals, purpose built kitchens for cookery lessons and a state of the art Sports Centre. In Reception, specialist teachers are utilised for the teaching of Spanish, Cookery, Dance, Music, PE and Swimming.

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 interaction.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. We decide what we want children in our setting to learn, and the most effective ways to teach it.

We stimulate 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. As children grow older and move into the reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Practitioners must consider the individual needs, interests, and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Assessment

At Rossall, ongoing assessment or formative assessment, is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations reflect this knowledge and are used to shape teaching and learning experiences for each child. Staff also take into account observations and progress shared by parents and/or carers.

When assessing whether an individual child is at the expected level of development, we draw on our knowledge of the child and own expert professional judgement. Parents and/or carers should be kept up-to-date with their child's progress and development. We address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment also informs an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. We discuss with parents and/or carers how the summary of development can be used to support learning at home.

Within the first 6 weeks that a child starts reception, staff will administer the Baseline Assessment.

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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 upon request.

The ELGs should support us to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, we draw on our knowledge of the child and our own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs.

The Year 1 teacher is given a copy of the Profile report. The Reception teacher also provides a short commentary on each child's skills and abilities in relation to the seven areas of development and the three key characteristics of effective teaching and learning. There is open dialogue between reception and year 1 teachers about each child's stage of development and learning needs to assist with the planning of activities in year 1.

Working with Parents and Carers

We work in partnership with parents and/or carers, to promote the learning and development of all children in our care, and ensure they are ready for Year 1. Parents and/or carers are regularly kept up to date with their child's progress and development.

It is a requirement for each child to be assigned a key person. At Rossall, every child is assigned a key person who helps to ensure that their learning and care is tailored to meet their individual needs. The key person helps the child become familiar with the setting and builds a relationship with the child and their parents/carers. The key person will support parents guiding their child's development at home and also help families to engage with more specialist support, if appropriate.

In the EYFS, we share children's learning journeys with parents, increasing their involvement in the activities at school. We use *eyLog*, which enables parents to understand their child's development on a more regular and real-time basis. It is used to capture pictures, videos and audio clips of a child's activity within our nursery or at home. Within the nursery these observations combined with written statements are linked directly to the EYFS and development plans and next steps of a child's progress are highlighted.

Throughout the early years, if a child's progress in any prime area gives cause for concern, we discuss this with the child's parents and/or carers and agree how to support the child. We consider whether a child may have a special educational need or disability which requires specialist support. We link with, and help families to access, relevant services from other agencies as appropriate.

For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. If a child does not have a strong grasp of the English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

We make the following information available to parents and/or carers:

- how the EYFS is being delivered in the setting, and how parents and/or carers can access more information
- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home
- how the setting supports children with special educational needs and disabilities
- food and drinks provided for children
- details of our policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
- staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency

Safeguarding and welfare procedures

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We have a designated person to take lead responsibility for safeguarding children within our setting. We train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues.

We ensure that people looking after children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who may have regular contact with children (including those living or working on the premises), are suitable.

A quality learning experience for children requires a quality workforce. A well qualified, skilled staff strongly increases the potential of our setting to deliver the best possible outcomes for children. All staff working within the EYFS at Rossall are qualified to a Level 3 or above.

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 children aged under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: we have at least 1 member of staff for every 8 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 the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children and comply with infant size legislation.
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

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 meals, snacks and drinks, are healthy, balanced and nutritious. Fresh drinking water is available and accessible to the children at all times. We record and act on information from parents and carers about a child's dietary needs. We promote the good health, including the oral health, of children attending our setting.

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection policy.

Linked Statutory Policies & Documents

All EYFS-specific policies

EYFS Specific Policies

Safeguarding Policy

Health & Safety Policy

Administering Medicines Policy

Emergency Evacuation Procedure

Procedure for checking the identity of visitors

Procedures for a parent failing to collect a child and for missing children

Procedure for dealing with concerns and complaints

Other Related Policies & Documents

Teaching & Learning Policy

PSHE Policy

Admissions Policy

Learning Development Policy

Curriculum Policy

Curriculum Planning Documents

Curriculum Maps

All Nursery specific Policies