



Barley Fields Primary School

Early Years Foundation Stage (EYFS) Policy 2023

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Aim

Barley Fields Primary Early Years Key Stage provides children with exciting and stimulating learning opportunities within a nurturing, happy and safe environment. We have high expectations of our children, in line with our school ethos, and time spent in Early Years is used to establish strong foundations for successful lifelong learning.

We aim to create awe and wonder in day-to-day provision and we use our learning environment to develop curiosity and discussion. We strive to instil children with confidence and high self-esteem to ensure they approach new scenarios, and embrace possibilities, with a smile on their face. It is important to us that our children learn how to be resilient and resourceful and that they identify learning as a process, rather than an outcome.

The Early Years team establish positive relationships with all children, built on mutual respect, trust and understanding of each child's personality and needs. Children's ideas are listened to, and valued, and adults play alongside all learners to introduce challenges and help everyone achieve their potential. We recognise the importance of interaction and staff provide a model of care, interest and empathy which we hope to see reflected in peer-to-peer communication.

We value children's play and understand that learning opportunities in their most natural child-initiated form often provide the most effective ways to develop ideas and explore new themes within a meaningful context. Learning should be practical and collaborative and this is recognised by staff who approach play with the respect it deserves in an effort to help children flourish in the moment. We find ways to ensure everyone feels included and every learner is equipped with the tools needed to help them thrive in life, rather than solely in preparation for full-time school.

We encourage children to be self-sufficient and independent and to exercise self-respect at all times. It is equally important to us that children understand the benefits of togetherness. This is achieved in the way children are encouraged to communicate their feelings and regulate their emotions, as part of their understanding of themselves, but also in the way that we can share experiences with those around us to help us grow and feel secure. We promote a family-feel in our setting and create cohorts of children who recognise the importance of being part of a team. Each child contributes to, and benefits from, the joy, security and diversity that our school community offers and this supports them as their school journey evolves.

We believe that:

- ◆ care and education are inseparable – quality care is educational and quality education is caring;
- ◆ practitioners need to work in partnership with parents / carers, who are their child's first educators and other relevant agencies;
- ◆ effective education requires practitioners who have a secure understanding of child development and the ability to plan, deliver and evaluate a broad, balanced and relevant curriculum;
- ◆ how children are encouraged to learn is as important as what they learn;
- ◆ practitioners should support and extend children's learning through purposeful observation, evaluating activities and by appropriate interaction;
- ◆ practitioners need to have shared purposes, expectations and consistency of practice. They should work and communicate effectively as a team and be prepared to be learners themselves.
- ◆ all children have the right to equality of opportunity and all should be positively acknowledged and valued. They are more likely to reach their potential as learners if they are happy, secure and have a sense of well-being.
- ◆ every child is an individual with a unique set of needs, therefore, each is entitled to have the opportunity to learn at their own pace and in a variety of different ways;
- ◆ children need opportunities to take responsibility for their own learning by making choices, enjoying success and feeling safe to make and learn from mistakes;
- ◆ first hand experiences, play and talk are the main ways through which young children learn about themselves, other people and the world around them.

Barley Fields Primary School intends to;

- ◆ enable practitioners, parents/carers and children to develop mutually supportive relationships where information and expertise are given and taken by all partners;
- ◆ encourage all settings to create a safe, stimulating and attractive environment in which all children are able to engage in practical activity and purposeful play and talk;

- ◆ foster the development of skills, attitudes, concepts and knowledge across a broad, balanced and relevant curriculum which takes account of the early learning goals across the prime and specific areas of learning;
- ◆ promote the spiritual, moral, and cultural development of children;
- ◆ enable strategies for curriculum planning, assessment and record keeping which promote continuity and progression both within and between settings and transfer to Year 1;
- ◆ support children in their developing ability to make and sustain choices based on their knowledge and experience of the activities, material and equipment on offer;
- ◆ ensure that no child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability;
- ◆ ensure the delivery of the principles embedded in the Foundation Stage curriculum;
- ◆ use ongoing methods of assessment to monitor and track progress and to assist practitioners in providing an appropriate curriculum;
- ◆ promote formative and summative assessment of children throughout the Foundation Stage, which will support the completion of the National Profile for children in Reception at the end of the Foundation Stage.

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](#).

Structure of the EYFS

At Barley Fields, our Early Years Key Stage offers places for 168 children. It comprises of two-year groups – Nursery and Reception.

Nursery

From the term after their third birthday all children are entitled to 15 hours nursery provision. In our Nursery we have places for 78 children and operate a selection of 15-hour attendance arrangements.

Attendance options are as follows:

- Option A – Daily morning session 8.40am – 11.40am
- Option B – Daily afternoon session 12.15pm – 3.15pm
- Option C – Monday and Tuesday: 9.00am – 3.00pm and Wednesday: 8.40am – 11.40am
- Option D – Wednesday: 12.15pm – 3.15pm and Thursday and Friday: 9.00am – 3.00pm

We also work in partnership with Ryandale, an onsite Early Years provider to offer an additional 15 hours for those people who are eligible for 30 hours free childcare under government arrangements.

Reception

Our 90 Reception places are offered across three classes of 30 children. Applications for places in our Reception classes are arranged by Stockton-on-Tees Borough Council's School Admissions Department and are allocated according to a strict set of admissions criteria. Parents need to contact them directly to apply for a school place and attendance in our school nursery does not automatically guarantee a place in Reception.

For full details, our admissions process can be viewed from the Stockton School Admissions website at <https://stockton.gov.uk/article/2286/School-admissions>

Early Years Transition

A successful transition into Early Years is underpinned by carefully planned communication. We have developed a transition offer which invites our families to engage in school life and interact with staff prior to children starting

school. It is imperative that our new starters feel a sense of familiarity with Early Years staff so that trusting relationships are blossoming before children are left in the setting without their grown-ups. We offer a pathway of support in run up to a child's start date and take pride in the role we play in supporting transition.

Entry to Nursery:

- Familiarisation Tour of the school, as required.
- Stay and Play sessions throughout Summer 1.
- 'Welcome to Barley Fields' meeting for Nursery and Reception parents to distribute transition information.
- Induction pack (including nursery booklet) given to all parents.
- Exchange of information for new children to school – Prospectus, Admission form, School Dinner Menu (Options C and D) and All About Me! transition booklet
- Parents receive their child's Seesaw code. This gives them access to videos of their child's key person, videos of the nursery and setting and an electronic version of the All About Me document.
- Parents are invited to upload posts onto Seesaw. Posts are responded to by their key person and help with building positive relationships.
- Planning and preparation meeting for children with additional needs/SEND. Addition home/nursery visits where necessary.
- In September, close to a child's start date, children and parents are invited to visit the nursery setting together. This also happens for intakes which may happen later in the academic year.
- Staggered induction of children during the first few weeks to ensure their key worker can spend time with them developing routines, settling in etc.
- Nursery teaching assistants support with lunchtime routines throughout the academic year (Options C and D)

TRANSITION TIMELINE Our transition timeline outlines what you can expect from our Nursery:

START

Nursery application forms can be collected from the school office or by accessing our admissions page online. Once your application has been returned to school, your child's name will be added to our Nursery waiting list. Children can be added to the Nursery list any time before their Nursery start date. During the academic term before your child is due to start Nursery, the school office will contact you to confirm whether you still require a Nursery place. At this point, you will be asked for a preferred option choice. Once places have been allocated, we will contact you with your child's option choice and transition details. This marks the beginning of your child's Nursery journey!

A couple of months before start date...

You will be invited to collect your child's Nursery pack from the school office. The pack contains an 'All About Me' booklet, a transition story booklet and a log in for our online learning platform, Seesaw. Children are encouraged to access these resources to start interaction with staff. These resources are also shared with local childcare providers so your child can access content in their alternative setting.

A couple of days before start date...

There will be a final visit in the days before your child starts Nursery. You will be invited to book a place to attend a 45 minute visit with a small group of children. Sometimes, children choose to wear their school uniform for this visit although this is not an expectation. At this point, your child will be able to see where their peg is in the cloakroom and they will join in with some classroom experiences such as snack time and tidy-up time!

A couple of weeks before start date...

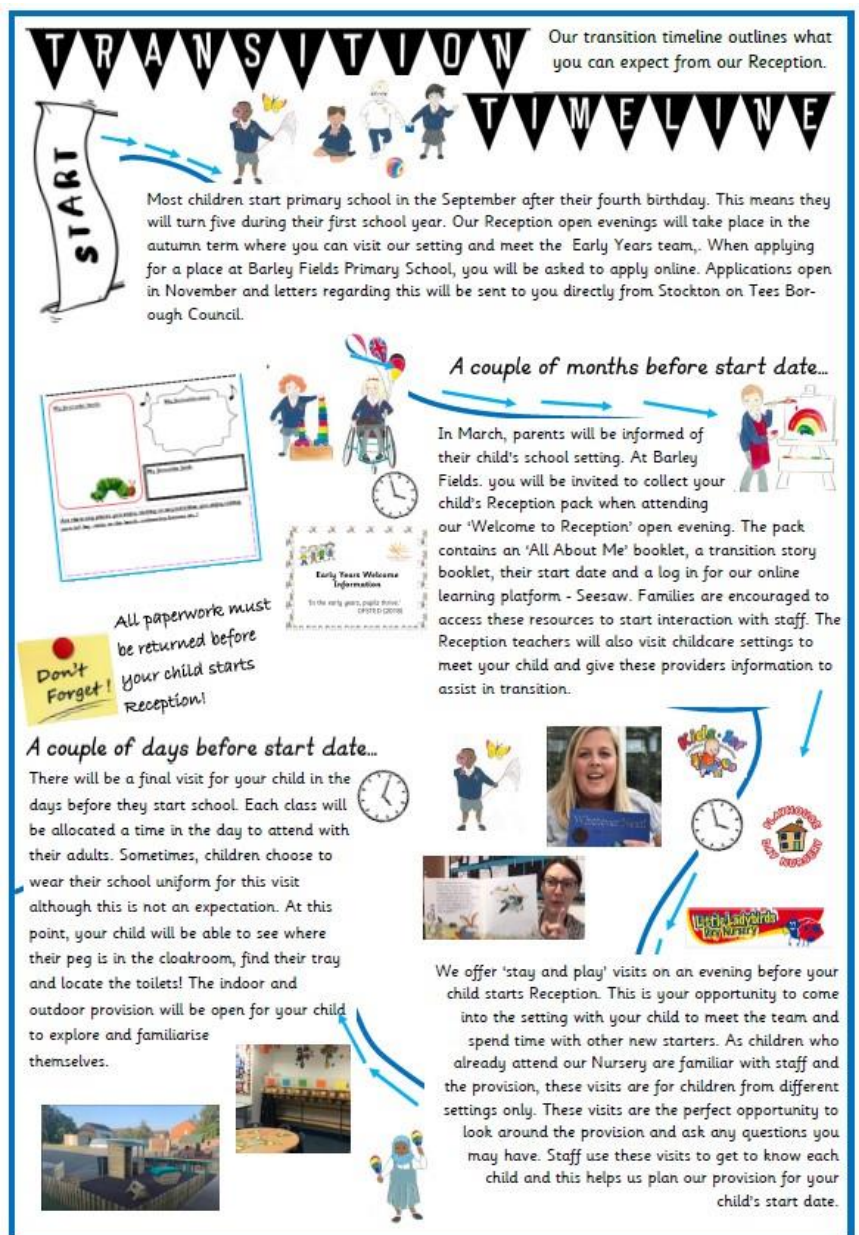
We offer 'stay and play' visits on an evening before your child starts Nursery. This is your opportunity to come into Nursery with your child to meet the team and spend time with other new starters. These visits are the perfect opportunity to look around the provision and ask any questions you may have. Staff use these visits to get to know each child and this helps us plan our provision for your child's start date.

Don't Forget! All paperwork must be returned before your child starts Nursery!

Miss Johnson

Nursery to Reception

- Familiarisation Tour of the school, as required, for children who have not attended our setting for nursery.
- Following places being offered, open evenings to be arranged for families who will be new to Barley Fields.
- 'Welcome to Barley Fields' meeting for Nursery and Reception parents to distribute transition information.
- Induction pack (including Reception booklet) given to all parents.
- Exchange of information for new children to school – Prospectus, Admission form, Parental Questionnaire, All About Me! Transition booklet.
- Parents receive their child's Seesaw code. This gives them access to videos of their child's key person, videos of the nursery and setting and an electronic version of the All About Me document.
- Parents are invited to upload posts onto Seesaw. Posts are responded to by their key person and help with building positive relationships.
- Staff visit local pre-schools/nursery settings prior to new intake to allow the children to meet them, gather information and observe the children in familiar surroundings.
- Close links between reception and nursery staff – meeting to exchange information/nursery records.
- Stay and Play sessions in first week of September for children and parents to have one final visit before start date.
- Staggered induction of children in the first week.
- Meetings and Workshops for parents held in Autumn Term linked to Reading, Phonics, Writing and Mathematical development and provision.



Early Years to Key Stage 1 Transition

- Reception staff support regular visits to the Year 1 learning environment.
- An open evening is held for parents and children to visit key stage one and familiarise themselves with the new environment.
- Teacher swap sessions – Year 1 staff to teach in Reception classes over a number of sessions/days. Reception teachers to cover Year 1 teachers to enable this.
- Close links between reception and nursery staff – meeting to exchange information/EYFS profile outcomes.
- Year one staff given access to children's Seesaw account so they can view their latest observations and achievements.
- Year one staff share videos of the key stage and an introduction to the staff.
- Year one teaching assistants support with lunchtime routines throughout the academic year.

Curriculum

At Barley Fields, we have developed an early year's curriculum that is bespoke to our setting. Our curriculum is:

- centred around high-quality children’s books
- highly responsive to the children’s interests, culture, experiences and to our wider community.
- rights-based and child-led so it can look different every day, week, term.
- informed by research, including our own research and theories, and showcases the reflective approach taken by our Early Years team
- based on the ‘Educational Programmes’ outlined in the latest version of the EYFS Statutory Framework.

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

Curriculum Planning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

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

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 consider 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.

Teaching and Learning

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.

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.

Assessment Practice

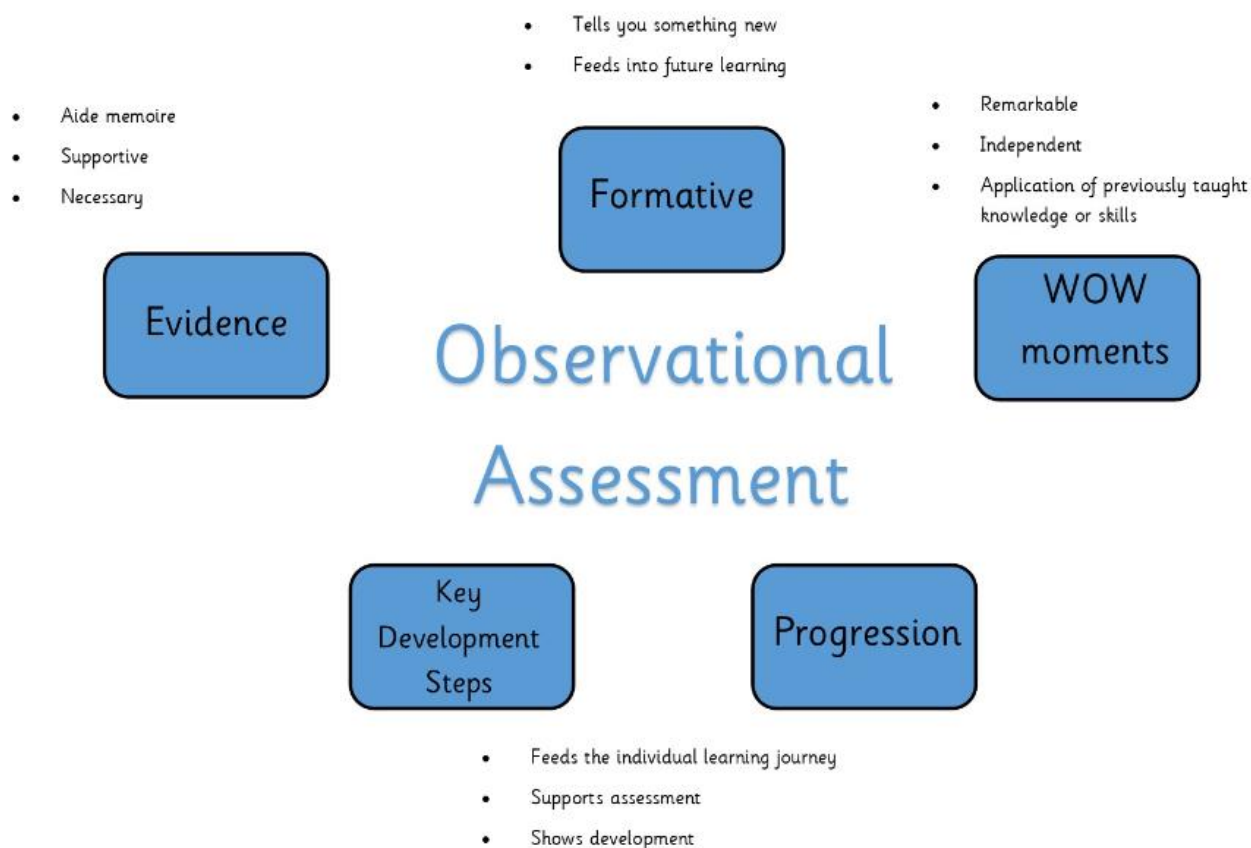
Baseline Assessment

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). This is a statutory assessment completed for all children on entry to their reception year.

Observational Assessment – Unique Child

At Barley Fields, ongoing assessment is an integral part of our learning and development processes. Staff observe and interact with children in order to identify and monitor their levels of achievement, interests and learning styles. These observations are used to shape future planning for next steps in learning. Staff actively encourage parents/cares to share observations from home so that their insight can be considered in future planning. Within this we carefully consider the purpose and impact of assessment and use a range of strategies to gather information including:

- Who is the observation for? Will it be helpful to other staff, act as a reminder, or help to inform other stakeholders, including parents?
- Does it help to build a picture of the child?
- Is it a WOW moment that tells you something new and remarkable about the child?
- Does it help to monitor any areas of concern?



Summative Assessment – internal tracking

As part of our monitoring of attainment and outcomes for children we gather ‘moments in time’ assessments each term for each of the 17 Early Learning Goals. These assessment judgements are based on age related expectations and curriculum intentions. Staff moderate their judgments collaboratively across classes. This assessment allows senior leaders in school to monitor individual progress and ensure all children are receiving a curriculum matched to their needs and abilities. It also allows school to plan for and meet the needs of the cohorts of children as a group.

Summative Assessment - End of Reception

At the **end of the EYFS**, staff complete an EYFS profile for each child. Children 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 and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Profile data is uploaded onto the schools internal assessment system - Sonar and is shared with Year 1 staff. Early Years practitioners share additional information about children who are not yet reaching expected levels. They work in partnership with Year 1 staff to implement enhanced transition plans and ensure children make accelerated progress as they move into Key Stage 1. Early Years practitioners also share which children have been identified as working beyond the ELGs so that planning can provide appropriate levels of challenge as children transition into Key Stage 1.

Special Educational Needs

We believe in inclusion for all. We value all our pupils. We believe that all children have an equal right to an education that enables them to develop their personal, social and intellectual potential. At Barley Fields Primary School, we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs.

In Early Years provision and support for children with Special Educational Needs is provided by Mrs R Johnson (nursery teacher and SENDCo). She follows the school policies and procedures for coordinating provision and full details of this can be obtained from the schools Special Educational Needs and Disabilities Policy. She works in close [partnership with parents and staff and can offer help, advice and support as well as make referrals to external agencies as appropriate.

Partnership Working with Parents

*“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.”*

Statutory framework for the Early Years (September 2021)

At Barley Fields, we recognise that children learn and develop well when there are strong partnerships between staff and parents and/or carers. We strive to ensure parent partnerships are an integral part of our Early Years practice. Examples how we work in partnership include:

- All parents have access to their child’s Seesaw account. Monitoring shows that the majority of parents are regularly logging onto Seesaw to view their child’s learning journey.
- Staff strive to write observations in a way that supports parents with understanding their child’s development. In the best examples, they include their questioning to support adults with questioning at home.
- For adult directed activities, a range posts in Nursery and Reception display Time to Talk logos with a simple prompt of how parents can discuss their child’s learning with them.
- A pick and mix of home learning activities is added to Seesaw each week. Parents from across Early Years upload their contributions based on the activities set. In the best examples, parents add additional posts about other celebrations of achievements from home.
- In Reception, reading records provide weekly updates about children’s progress in reading.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. At Barley Fields, a child’s key person is their class teacher. 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.

Safeguarding and welfare procedures

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 'Keeping Children Safe in Education' statutory guidance.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the school kitchen team. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly.

NB: Early Years is an integral part of the wider school and all further safeguarding and welfare procedures are outlined in our school safeguarding policy and procedures.

Equal Opportunities

All children, regardless of gender, race or learning needs will be given equal access to our Early Years provision.

The curriculum will be differentiated according to the needs of the children. If a child needs specialist equipment to access the curriculum, the school will source the appropriate equipment

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level. If a child is identified as being more able, in this curriculum area, they will be challenged in their learning.

Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every two years.

At every review, the policy will be shared with 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 Safeguarding and Child Protection Policy Keeping Children Safe in Education Peer on Peer Abuse Policy Online Safety Policy
Procedure for responding to illness	See Medicine, Illness and First Aid Policy
Administering medicines policy	See Supporting children with Medical Conditions policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See Health and Safety Policy

Statutory policy or procedure for the EYFS	Where can it be found?
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
Procedure for support children with Special Educational Needs	See Special Educational Needs and Disabilities Policy