



Langley Mill Church of England (Controlled) Infant School and Nursery



EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

Always our best for God, Each Other and Ourselves

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Changes Made		New Policy/Version		Next Review Date
		Yes	No	Yes	No	
Demi Harris	January 2025	Yes	No	Yes	No	January 2026

Langley Mill Church of England (Controlled) Infant School and Nursery

Early Years Foundation Stage Policy (EYFS)

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

“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 foundation stage 2021.

Intent

At Langley Mill Church of England (Controlled) Infant School and Nursery we recognise that all children begin nursery or school with a variety of different experiences and learning. It is the privilege of the practitioners working in the Early Years Foundation Stage to build upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers, support staff and the nursery/reception **teacher** work effectively together to support children's continued learning and development.

This policy describes our aims and how we deliver quality, child-centred education in the Early Years Foundation Stage where each child develops personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Langley Mill Church of England (Controlled) Infant School and Nursery we greatly value the important role that the Early Years Foundation Stage plays in laying secure foundations for future learning and development. However, we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

With this in mind, we aim to ensure that the Early Years Foundation Stage is fun- filled, brimming with the excitement of learning and flowing with a sense of enjoyment born from achievement. This is underpinned with a strong sense of community and a respect for the world we live in.

We are guided by the “Statutory Framework for the Early Years Foundation Stage” document (DfE, 2021) with “Development Matters in the Early Years Foundation Stage” (DfE Non-statutory curriculum guidance for the early years foundation stage 2020).

We believe in the importance of the themes and principles that underpin this guidance and are committed to the Characteristics of Effective Learning which enable children to make the best progress they can in all aspects of the Prime and Specific areas of Learning.

Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Prime Areas:

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication, Language (CL)

Specific Areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

At Langley Mill Church of England (Controlled) Infant School and Nursery we believe the Prime and Specific areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The EYFS is based upon four principles:

1. A UNIQUE CHILD

At Langley Mill Church of England (Controlled) Infant School and Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Our aim is to ensure we nurture and develop or strengthen these qualities in our pupils. We recognise that children develop in individual ways and at varying rates. We use a mixture of praise, encouragement, challenge and the modelling of positive learning attitudes and behaviours to enable children to continue to be competent learners.

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.”

Statutory framework for the early years foundation stage 2021.

2. POSITIVE RELATIONSHIPS

At Langley Mill Church of England (Controlled) Infant School and Nursery we aim to develop caring, respectful, professional relationships with the children and their families. If children and their families, feel secure and valued then they can be empowered to engage fully in all the learning experiences we offer and will partake in these with enthusiasm and determination.

3. ENABLING ENVIRONMENTS AND ADULT SUPPORT

At Langley Mill Church of England (Controlled) Infant School and Nursery we recognise that the environment plays a key role in supporting and extending the children's development.

The EYFS space is organised to allow children to explore and learn securely and safely. The classrooms are set up so that the children are able to find and locate equipment and resources independently. Each class has access to an outdoor area which is invaluable and has an extremely positive effect on the children's development and learning. Being outdoors offers opportunities for extending, experimenting with, practising and developing the learning that has taken place indoors or for initiating totally new learning. Doing things in different ways and on different scales adds variety and relevance to the children's learning. The space also allows the children to be physically active and exuberant in their learning.

At Langley Mill Church of England (Controlled) Infant School and Nursery we aim to achieve all this through planned opportunities that are a balance of adult-led and child-initiated activities.

4. LEARNING AND DEVELOPMENT

At Langley Mill Church of England (Controlled) Infant School and Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

At Langley Mill Church of England (Controlled) Infant School and Nursery we believe that children's natural desire to play is an excellent vehicle for development and learning. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. This holistic approach allows for a diversity and interlinking of learning that we believe is key in preparing our children for the ever changing and unknown future that they will inhabit as adults.

Aims

We aim to:

- Provide an environment where children and adults can experience the fun and enjoyment of learning and living.
- Provide an environment that welcomes and celebrates diversity and utilises the strengths and interests of the adults and community to foster understanding and positive life-long learning attitudes. Provide opportunities that promote and nurture the characteristics of effective learning.
- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs

- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence, self-confidence and resilience.
- Work in partnership with Parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, sexuality or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

Implementation

Here we briefly outline how we transfer our aims into practice. This is not a definitive list but rather a brief overview that gives a flavour of what our Early Years Foundation Stage is like.

Planning

Good planning is very important in making children's learning effective, exciting, varied and progressive; however, daring to be flexible is the key to success. Our planning builds on and extends what children know and can do and shows how the principles of the EYFS will be put into practice and the learning goals achieved. Our planning is informed by the continuous observations and assessments we have made of the children. All practitioners who work in nursery and reception at Langley Mill Church of England (Controlled) Infant School and Nursery are involved in planning, preparation and assessment. Planning is undertaken in three stages:

Long term planning

A topic-based curriculum is followed, which was designed by all school staff to give structure and coherence to what the children are learning. General topics are planned for the year to reflect the children's needs and interests and show progression from the very start of EYFS to the end of KS1. RE follows the Derbyshire Agreed Syllabus and Understanding Christianity resource.

Medium Term Planning

Here we focus on a half-term's work in more detail and make links between aspects of the curriculum. During this stage of planning, we identify 'memorable experiences' which complement and enhance the children's learning during the topic to ensure ALL children have the opportunity to take part in meaningful, first hand experiences, regardless of their starting points.

Short Term Planning

When short term planning, we identify specific learning objectives, activities, differentiation and deployment of adults and resources to meet the learning needs of the children on a weekly and day-to-day basis. Short term plans allow for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment. Each week has a book focus that links to the overall theme and words of the day are planned to extend vocabulary.

Staffing and Organisation

At Langley Mill Church of England (Controlled) Infant School and Nursery we have a 52-place nursery, with 26 children in the morning and 26 in the afternoon. The children also have the opportunity to attend Nursery all day if they are entitled to 30-hour funding. The lunch provided to the children will be prepared by the Derbyshire catering service (lunch is charged at the DCC rate but children can also bring in packed lunch too. Lunch is served in the hall where children are supervised by midday supervisors and the DCC serving team. Due to new guidance around oral health the children will be offered tap water with their lunch and milk at another point in the day. The option of juice has now been removed. Nursery is staffed with a teacher and a teaching and learning assistant as a minimum.

We can admit up to 42 children into Reception each year and dependent on final admission numbers, these children are taught in either a pure Reception or mixed Reception/Year 1 class. Classes have no more than 30 pupils per teacher and have a full-time teaching and learning assistant as a minimum.

We create an Early Years Unit that includes both Nursery and Reception if the number of children attending is lower on that specific year. The Early Years Unit will take place in the large classrooms inside the school where the children can still be separated from taught and group sessions for the ability and need. The class will be taught by 1 teacher and 2 no. Level 3 teaching and learning assistants at a minimum.

The children have daily opportunities for structured and free-flow play, which is child led both in the classroom and in the designated EYFS outdoor areas. This time is supported by the adults, who act as facilitators to the children's learning.

All practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. All practitioners also conduct and attend in-house training and disseminate new initiatives and ideas to colleagues.

Assessment, recording and monitoring

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). This information will then be reported.

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 (ELG)
- 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.

An additional baseline is completed with both nursery and reception classes, again within the 6-week time frame to establish if children are working 'below', 'just below', 'on track' or 'greater depth' with their development.

Throughout the year we use many forms of assessment to inform our planning and to track individual's attainment and progress. Assessment and recording may take the form of baseline assessments, anecdotal observations as adults play with the children and other focused assessments e.g. phonics assessments, annotated examples of work, photographs, videos and information from parents/carers shared using Dojo, our online learning platform. We also encourage self and peer assessment at an age-appropriate level. Significant moments are recorded on dojo and are shared with parents.

Every child will be assessed using 'ITrack' each term to establish if they are working 'below', 'below', 'not on track' or 'on track' with their learning. Children who are identified as being 'below' or 'not on track' will be specifically targeted to establish where more support is needed, and appropriate interventions will be put into place. All practitioners who interact with the child contribute to the assessment process and all assessments help to inform the completion of each child's Early Years Foundation Stage Profile (EYFSP). At the end of the year, the EYFSP is used to summarise the child's achievements in relation to the Early Learning Goals, as described in the Statutory Framework.

The Head Teacher, Assistant Headteacher's and EYFS Lead monitor teaching and learning across the Early Years Foundation Stage, moderate and quality assure teacher assessment judgements, and analyse the EYFSP data in conjunction with EYFS staff.

The Learning Environment

We aim to create an attractive, welcoming, culturally relevant, stimulating and celebratory learning environment which encourages children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence and take safe risks.

The learning environment provides areas for: role play, reading, writing, maths, computing, creative, malleable, sand, water, construction and small world, either indoors or out. Children are encouraged to become independent learners and to take some responsibility for initiating and planning their own learning activities based on their own fascinations and interests and caring for their environment.

Transition to Nursery

This happens termly and consists of:

- Admission meeting with the nursery teacher and staff.
- Parent/child visit.
- Home Visit by Family Support Worker and Early Years Lead.
- Stay and Play
- Staggered entry with reduced hours initially (where required).
- Sharing of nursery expectations booklet including Derbyshire's '10 keys to unlocking school readiness' leaflet.

- 1:1 transition meeting with the EYFS Lead
- Information gathering with any previous settings or relevant agencies.

Transition to Reception

This process happens in the summer term and consists of:

- Tours of school.
- New starters' meeting for parents/carers with vital information shared by Headteacher, Early Years Lead, SENDCo, Class Staff and Derbyshire Catering Services.
- 1:1 transition meeting with EYFS Lead.
- Child transition day with other reception starters.
- Phonics/reading workshops within first four weeks of admission.
- Sharing of reception expectations booklet including Derbyshire's '10 keys to unlocking school readiness' leaflet.
- Information gathering with any previous settings or relevant agencies.

Transition to Year 1

The Reception and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. This consists of:

- Reception children becoming familiar with Year One staff throughout their year in Reception through collective worship sessions, lunch times and other whole school activities and events.
- Individual EYFSP summaries being passed on to Year One teachers with areas for development and gaps for individual children identified.
- EYFSP end of year summary being passed on to Year One teachers for trends analysis.
- Transition Meeting between Reception and Year One teachers to discuss the individual needs of children in July.
- Year One children continue working on the EYFS framework until the end of the autumn term if they have not met the ELGs.
- Continuous provision opportunities in the Year One classroom throughout the autumn term and longer if required.

Home-School Links

We recognise that parents/carers are the child's first and most enduring educators. We recognise and value the role that parents/carers have in educating their children and know that when home and school work together in unison this has a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. All parents/carers have a login to enable them to share home learning and home experiences with the class teachers via Dojo our on-line learning platform.

We aim to develop home-school links by:

- Developing professional but relaxed relationships with parents/carers enables trust and openness.
- Operating an “open door” policy, whereby parents/carers can discuss concerns and developments with EYFS staff in an informal manner.
- Encouraging parents/carers to share stories/listen to their child read each day and to comment on reading progress in a home-school reading diary.
- Sharing the weekly book/text on class home learning tasks.
- Encouraging completion of a weekly practical tasks.
- Encouraging learning ‘words of the day’ to increase vocabulary.
- Discussing children’s progress with parents/carers at bi-annual parent share days.
- An annual written report in July summarising the child’s progress against the early learning goals and EYFS assessment scales.
- Holding a variety of social events such as Family Picnics.
- Encouraging parents/carers to contribute to learning journeys via the Dojo app

Equal Opportunities

We value the diversity of individuals within the school and celebrate ‘differences’. All children and their families are valued within our school. At Langley Mill Church of England (Controlled) Infant School and Nursery we aim to provide all pupils and adults, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, sexuality or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. All staff are aware of the influence of adults in promoting and modelling positive attitudes and understand the need to challenge stereotyped ideas or misguided thinking. For further information, see the Equalities Policy and linked objectives.

Inclusion

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences and individual needs when planning for their learning. In the EYFS we set realistic and challenging expectations. Children with special educational needs and/or disabilities (SEND) will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able.

Extra interventions may be provided for children. Additional adult support may be provided for children with special educational, disabilities or medical needs. Effective liaison between outside agencies, the SENDCo, support staff, teachers and other staff members is key to effective provision. Individual Education Plans/Emotional Well Being Plans/My SEND Learning Programmes identify targets in specific areas of learning for those children who require additional support, in line with the school’s SEND Policy.

Safeguarding

In the Early Years Foundation Stage, we are particularly vigilant as we recognise that very young children are less able to verbalise their ‘rights’ and to express their experiences. We aim to protect

the physical and psychological well-being of all children. Staff are all aware of safeguarding procedures and the school policy, adapted from the LA model, is adhered to. Please refer to the Child Protection and Safeguarding Policy.

Health and Safety

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits. We provide children with choices to help them develop this important life skill. We believe that children should be allowed to take risks, manage risks and be taught to recognise and avoid hazards. Please refer to Health and Safety Policy, Risk Assessments and First Aid Policy.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the EYFS Lead, Headteacher and Governors and will be reviewed on an annual basis.

