

Respect 🍏 Resourcefulness 🍏 Relationships 🍏 Risk Taking 🍏 Resilience 🍏 Reflectiveness



Burghill Community Academy EYFS Policy



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Ms C Astley

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1. Aims

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.” Development Matters Sept 2020

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership 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 \(EYFS\)](#) for 2023.

3. Structure of the EYFS

Muddy Boots Preschool welcomes children from the age of 2 years. Sessions are structured in the following manner: Full Day 8.45am -3.15pm, Morning session 8.45-11.45 am and Afternoon session 11.45am-3.15pm

Funding – Nursery Education Grant

The first term after a child’s third birthday entitles parents to up to 15/30 hours free funding a week for 38 weeks. Under some circumstances children are also eligible for funding the term after their second birthday. Muddy Boots can accept children from the week after their second birthday these will be self- funded places until NEF funding is applicable. The Pre-school needs to apply for this in advance, so it is important to decide how many hours and which days parents want their child to attend beforehand. We do ask that children attend a minimum of two sessions a week so that they have a chance to access a range of

curriculum experiences and so that we can get to know them well enough to complete assessments.

Additional hours will be charged at £6.75 an hour, as will any hours we have not received funding for. Parents/caters are billed at the start of each half term for the number of weeks in that half-term. Any extra hours/costs from the previous term will also be added to this bill. Fees are to be paid by the date shown on the invoice. If a child is absent due to sickness or holiday, full payment will remain applicable.

Tax-Free Childcare

If you are a working parent, you are able to open a Childcare Account and for every £8 you pay in, the Government will add £2. You can pay us directly from this account.

Children who attend Muddy Boots preschool make a smooth transition to the Reception class. During their preschool year they enjoy PD sessions, lunches and stay and play transition sessions, ensuring they are happy in their new setting and feel secure with staff. We value working together with our parents who have described this transition and the partnership we build as 'seamless'.

During the Reception year we build on what children know to equip them for the journey into Year One.

4. Curriculum

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

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 vital for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff plan activities and experiences for children that enable 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.

At the heart of planning are the Characteristics of Effective Teaching and Learning, encouraging children to be:

- 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

These Characteristics are intertwined with our 6R's, the school values, enabling our learners to gain invaluable life skills. These are:

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The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements. The planning is based upon themes led by the children's interests balanced with directed teaching of phonics, maths and reading directed teaching.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive 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.

5. Assessment

At Burghill Community Academy, across the EYFS, ongoing assessment is an integral part of 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.

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.

A transition report is prepared for children during their final term of preschool. This is discussed with parents and forwarded to their schools.

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

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 Orchard Mat schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

At Burghill Community Academy we recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

In Muddy Boots each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. 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. Parents and/or carers are kept up to date with their child's progress and development through the progress check and additional parents meetings. Our termly stay and play sessions also ensure that parents are able to see their children in setting and provide an informal opportunity to discuss their child with their key person.

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

During the Reception year, stay and play sessions continue and there are two additional parents evenings planned in order to discuss progress. In the Summer Term children receive a formal written report outlining their progress and areas for development.

In addition we have an open door policy and parents are welcome to talk to staff on pick up.

7. 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 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 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
- In our Reception class we have 1 teacher per 15 children and a Teaching Assistant.

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.

We promote good oral health, as well as good health in general, in the early years through the school nursing service visiting annually to talk to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of a balanced diet.

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

8. Monitoring arrangements

This policy will be reviewed and approved by Cath Astley EYFS lead annually