

**Early Years Foundation
Stage (EYFS) policy
Berry Hill Primary
School**



Approved by:	The Governing Body	Date:
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1. Aims

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

At Berry Hill Primary School, our vision is a simple one: Be Kind, Work Hard, Be Brave. We want to help our children to know the importance of kindness, hard work and being brave. We support children to develop kindness and respect for themselves, others and their environment. Each child is unique and we aim to harness this and support our children to be confident, independent, inquisitive learners who can persevere and be resilient. We know that happy, cared for children thrive and are motivated to learn. We aim for all our children to feel a sense of belonging and pride in their school and in themselves. We aim to create an enabling environment where there is no lid put on learning and all children are supported and challenged. We will be the facilitators of this and provide opportunities and possibilities for them. We have good partnerships with our Families and community and between us, we will scaffold and support our children to grow, thrive and be the very best they can be.

EYFS Team

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025.

3. Structure of the EYFS

At Berry Hill, we have both a Nursery and Reception (F2) unit. Our Nursery can take up to 39 children in each session and our Reception unit can have up to 60 children. Pupils begin Reception at the start of the academic year they turn 5.

All 3 and 4 year old children are entitled to 15 hours of early learning and care. This is known as their 'free entitlement' and is available in local authority schools, pre-schools, playgroups, private day nurseries, independent schools or with child minders. If your chosen setting does not offer the pattern of hours you require then you can seek a place at an alternative setting.

The school has facilities available for 3 and 4 year olds. Children usually attend either five morning or five afternoon sessions during term time, but there is a possibility to attend for 30 hours if you qualify for additional funding. Parents or carers wishing their children to attend Nursery are invited to make an application (forms available from the school office). However, this does not automatically guarantee a place will be available.

Parents/carers will be notified with an offer when a place becomes available. Children are admitted in date of birth order (oldest first), although exceptions may be made for children with an additional need. Entry to a school's nursery does not guarantee entry to the main school at reception age. Please see admissions criteria from the local education authority.

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 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

Our children at Berry Hill bring with them many strengths and experiences (that make up their cultural capital) which we take into account when we plan our curriculum. We know that one size does not fit all and along with the strengths we look at the gaps and barriers to learning to create a bespoke curriculum for our children. We follow the EYFS statutory guidance for this and the non- statutory guidance 'Development Matters.'

We have created a curriculum which is ambitious and allows children to develop depth in their learning. We have developed careful sequencing that clearly identifies the progression of knowledge that we want our children to learn during their time in N1, N2

and F2. Our curriculum enables children to build their learning over time and clearly outlines milestones that children will learn for each area of the curriculum in each half term of the year. We plan in rich, responsive learning experiences, activities, teaching and provision that develop and strengthen all areas of the curriculum. Allowing time in the environment for children to revisit, rehearse and make links in their experiences so new learning becomes embedded.

Throughout F1 and F2 we use carefully chosen high quality texts on which to build our curriculum. We know that these will capture children's interests and introduce new vocabulary. Alongside these texts, we offer a variety of text types daily from our reading spines in F1 and F2. These also include: non-fiction, poetry and rhyme. At Berry Hill our desire is to develop a love of reading. Reading throughout the day builds a repertoire of familiar stories that children can listen to, re-enact and repeat story language and vocabulary in their play.

We know that children need to develop their prime areas of learning (Communication and Language, Personal, Social, Emotional Development and Physical Development) to support them in their specific areas of learning (Literacy, Maths, Knowledge and Understanding of the World and Expressive Arts and Design). We ensure that there is a focus on this in F1 and that we also continue to give children opportunities to build, develop and embed the prime areas throughout their time in the EYFS. These are the foundations we build on to develop solid learning, development and skills. This is why we are called 'The Foundation Stage'.

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 experiences. 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.

Each half term a Learning Question is explored to support Topic focuses. A selection of high-quality fiction and non-fiction texts are used to deliver an exciting and engaging curriculum to help towards answering Learning Questions. We are mindful of creating experiences for children to be able to know, remember and do more. Whether that is through practical activities, visitors or visits. We aim to make learning meaningful, purposeful and memorable. Before commencing writing activities, we aim to give children enough time to practise and compose sentences orally.

Phonics is taught in Nursery and Reception and the 'Little Wandle Letters and Sounds Revised programme' is followed, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. When the children have completed the first four weeks of the programme, children are taught how to read through reading practice sessions three times a week and are given books to take home that match their phonic reading level. Children also choose a sharing book to take home alongside their reading book that can be enjoyed and read to them by an adult at home.

Mathematics is taught in Nursery using the 'Mastering the Curriculum' scheme and in Reception using the 'Mastering Number' scheme for four days a week. The programs are aimed at strengthening the understanding of number, and fluency with number facts, among children in the first three years of school. White Rose Maths is used to aid teaching of Space, Shape and Measures.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of direct teaching sessions on the carpet, adult-led activities in the environment and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive, language-rich interactions.

Effective pedagogy is a mixture of different approaches. Children learn through play, by adult modelling, by observing each other, through guided learning and direct teaching. At Berry Hill, we ensure there is a good balance of these approaches and that play is at the heart of all we do. Within our timetables, we ensure children have a good amount of uninterrupted time in play and that practitioners are available and supporting them with this as much as possible. We ensure all staff have a good understanding of what quality

interactions look like and how to achieve these to equip, embed and enrich children's learning through play.

We have carefully organized enabling environments for high quality play and we ensure that our continuous provision is purposefully planned and implemented so that all children are supported and extended in their curiosity, deep learning and problem-solving with clear focusses within the week. We know that children learn best when they have access to good quality provision both inside and outside and the freedom to choose where they play and learn. We facilitate free flow between our indoor and outdoor learning environments as much as possible.

Whilst we ensure a good balance between purposeful play and adult-led activities, we recognise that F2 is a critical year for establishing the foundations of writing. From the very beginning, children are taught handwriting and spelling skills through daily practise of fine motor activities, dough disco and explicit handwriting sessions taught through letter families to develop their transcription fluency.

5. Assessment

At Berry Hill, 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.

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.

'Busy Books' are used to record and evidence progression of knowledge and understanding in Topic work. Phonics books are used from the Spring term once a week to record progression in early sentence writing and Maths books are used to gather mathematical work. In the Summer term, children are supported to form numbers in the squares of their books in preparation for more formal learning, ready for year 1.

We also use the following tools for formative assessment to support our professional judgements and discussions to understand where children are and support their development moving forward.

- Individual learning squares displayed in the classroom
- Ongoing Little Wandle phonic assessments and termly maths assessments
- Reading logs in F2
- Annotated planning to pick up children not on track in order to close the gap quickly.

We will record summative data on EazMag at key points in the year reporting on all 7 areas of learning. This will be done using a flat progress marker of 'on track/ not on track'. Where children are not on track, we will provide interventions to support them on getting to 'on track.'

At the end of F2, it is a statutory requirement that we assess all children against the 17 early learning goals. They will have met the goal or not met the goal. To achieve a good level of development (GLD) children must have met the goal in the 3 prime areas (Communication and Language, Personal, Social, Emotional Development and Physical Development) and the 2 specific areas of Literacy and Maths.

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.

6. Working with parents and carers

At Berry Hill we know that for children to thrive it is important that parents and school have a strong, trusting, respectful partnership. We all hold different parts of the puzzle for a child and we need to bring those together to support the whole child. We know that where children are supported at home to play, read, talk and learn there is a significant and positive impact.

As a school, we offer support to parents and provide regular information through parents evenings, information evenings and informally on the door about how children are doing and how parents can support. We aim to foster this partnership and hope that it will continue to grow and thrive through school to support every child on their journey of learning.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's learning through Class Dojo and have the opportunity to ask any questions they may have. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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.

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 3 and over:
 - We have at least 1 member of staff for every 13 children
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

Before a child starts school, information is gathered about special dietary requirements, preferences, food allergies and intolerances and other health requirements.

Parents/carers, are consulted in order to create allergy action plans for children with allergies. Action plans are reviewed, updated and shared regularly. All staff are trained to recognize symptoms and know the treatments for, allergies and anaphylaxis. All staff have access to children's dietary information, and each child has a coloured lanyard ensuring any food and drink offered is safe for them to eat. At any time when children are eating, a pediatric first aid (PFA) trained member of staff is present in the room and children are required to sit down and chew carefully. Parents have received information about safer eating and the requirements to cut foods safely in lunchboxes and a list of prohibited food.

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 by discussing

- The effects of eating too many sweet things
- The importance of brushing your teeth with a visitor who demonstrates and provides each child with toothpaste and a brush

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 **insert name and role** every 2 years.

At every review, the policy will be shared with the governing board.

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 child protection and safeguarding policy On website
Procedure for responding to illness	See health and safety policy, first aid policy, administering medicines policy
Administering medicines policy	See supporting pupils with medical conditions policy On website
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
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