

Bentley Heath Church of England Primary School



Early Years Foundation Stage (EYFS) policy

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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

2. Legislation

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

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

EYFS at Bentley Heath includes Nursery and Reception who are based in two separate classrooms. They work closely together to provide high quality provision.

Nursery

Our nursery provision is run by our nursery manager with support from a teaching assistant. Provision is run with a ratio of 1 adult to every 8 children.

8:45am	Doors Open, children welcomed in and register taken
8:45-11.45am	Session 1 (Morning session)
11:45-12:15pm	Chargeable Lunch Session
12:15-3.15pm	Session 2 (Afternoon session)
3:15pm	End of day

Reception

Reception follows the normal school day, starting at 08:40 and finishing at 15:20. Continuous provision alongside discrete Maths, Phonics and Understanding the World lessons are delivered throughout the school day, with a forty five-minute lunch break between 12:00 and 12:45.

8:40	Doors Open Member of Reception team on gate to welcome children into school
8:50	Doors Close; Register is taken
8:50-12.00	Session 1, 2 and 3 – outdoor play planned and organised by Reception staff
12.00-12:45	Lunchtime Class teacher to be on the playground promptly so classes are walked in at 12.45pm.
12:45-15:15	Session 4 and 5
15:20	End of day

	Reception staff to dismiss children at Reception gate onto KS1 playground
32 hours 30 minutes	

Transition is managed for children starting in EYFS by facilitating shorter sessions for the first few days to give time for the children to settle in. Parents are invited to be part of this process in Nursery by staying for some sessions at first.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021, and we use the Birth to 5 Matters document to support our teaching and assessment.

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

Included throughout our Early Years curriculum are three **Characteristics of Effective Teaching and Learning**.

These 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

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

Staff plan activities and experiences for children that enable children to develop and learn effectively. 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

4.1 Planning

Every 1-2 weeks, children will be immersed in a text, this story will act as a catalyst to learning opportunities for the children. A table of provocation, linked to the text will allow children to explore new vocabulary and themes.

Teachers plan a 'Topic Web' which links themes from the text to the outcomes in Birth to 5 Matters and Development Matters for all 7 areas of learning.

As the year progresses, children will take part in whole class carpet sessions, small group sessions and work with individuals. There is a combination of adult led; teacher taught sessions as well as a wealth of stimulating continuous provision opportunities. In Reception, this is balanced with high quality daily phonics sessions and Math input, which are delivered to children to ensure that they make good progress

4.2 Teaching

Phonics

EYFS follow the Read Write Inc (RWI) phonics programme alongside the rest of the school. Phonics is taught as a discreet, teacher directed lesson each day following the structure and progression within the Read Write Inc programme.

Nursery

Phonics is taught when pupils are ready to begin formal phonics teaching, we expect this to happen around Christmas however, this will vary depending on the needs of the children. Children in Nursery should start with looking at Environmental sounds followed by Set One sounds as and when they are ready.

Reception

Phonics is taught in Reception by the end of the first week. Children are assessed using the RWI assessment sheet by Week 4 and children are split into ability groups for discreet phonics lessons. Phonics lessons last around 20 minutes and follow the structure and progression of RWI. Children are reassessed every half term by the Early Reading Lead. The majority of children in Reception are taught Set two sounds by the end of the academic year in preparation for Year One.

Maths

Nursery

Short, directed teaching sessions of Maths should take place daily with continuous provision linked to the learning available for the children throughout the week. Activities throughout the provision provide opportunities for children to develop their understanding of number and making marks linked to numbers.

Reception

Reception teaches daily, discreet Maths lessons which last between 20-30 minutes following the Mastery Number scheme. Lesson based on weight, shape and measure are taught weekly alongside the scheme. Enhanced provisions in the classroom are linked to the Maths learning that week.

Recording of Maths

During the Autumn and Spring terms, the children explore Maths across a variety of topics without recording specific pieces of learning. Children who choose to complete Maths work during Continuous Provision will have their work displayed in their Learning Journal.

In the Summer term, the children begin writing in books to enable a smoother transition into Year 1.

Tapestry is used by staff to record progress of children who are working below age-related expectations or children who have shown significant progress in a lesson.

English - Writing

Nursery

Children are encouraged to mark make and develop the initial skill required for writing including strengthening their fine and gross motor skills through carefully selected provision in our Nursery environment.

Reception

Writing is a key element of the continuous provision within the classroom with emphasis being placed on letter formation and pencil grip.

Children write in their writing book once every two weeks. As the children grow in confidence, this is increased to once a week to ensure the children can develop a writing stamina.

Our writing outcomes are based on texts which we have carefully chosen to support our pupils' understanding and knowledge of the world.

Children are also given opportunities to write dictated sentences regularly to allow children to practice the fundamental skills of writing such as pencil grip, letter formation and word order.

English - Reading

Nursery

Nursery children are read to everyday from a core selection of books which have been carefully selected to support children's literacy development as well as supporting their understanding of the world around them. Children also have access to high quality, diverse text in the environment.

Reception

Reading is tracked and monitored through Reading Rockstars, a scheme to promote and encourage reading across our school. As teachers, we read with all our children at least once a week to help us assess and develop children's reading. Children bring in their reading records into school each day, and we monitor how often they are reading/ are being read to at home.

The books children take home is closely logged to ensure children are making progress. The children have two books, one that is matched to their phonics ability using the Read Write Inc scheme, the other

is chosen by the child as a reading for pleasure book to be read by an adult to the child. These are changed every week in line with the Read Write Inc scheme, to ensure that the children develop their fluency with sounds that they already know. This enables them to improve their blending to read new words with known sounds.

Reception children are also read to everyday from a core selection of books which have been carefully selected to support children's literacy development as well as supporting their understanding of the world around them. Children also have access to high quality, diverse text in the environment.

5. Assessment

At Bentley Heath, ongoing assessment is an integral part of the learning and development processes. Children are assessed by practitioners through their knowledge of the children. In EYFS we use statements outlined in Birth to 5 Matters and Development as guidance for benchmarks throughout the year. At the end of Reception, children are assessed against The Early Learning Goals. Assessment is continuous and observation plays an important part of this. Accurate assessments enable our EYFS practitioners, to plan learning which ensures that children know more and remember more over time. Observations are recorded on 'Tapestry', WOW moments and progression are captured and shared with parents.

Evidence in children's Learning Journeys display independent learning and Mathematics focus activities. Children's phonics is assessed every half term using the RWInc scheme.

All adults have a sound knowledge of the children to move their learning forward during their play through carefully targeted, open-ended questioning.

Baseline

Assessment in the Early Years is based on the adult's knowledge of child development, in line with statutory regulation.

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

Children will also be baselined using internal assessment using the Birth to 5 Matters and Development Matters statements as a guide. These baselines will feature in the back of the child's Learning Journal and will be referred to throughout the year. Staff will observe and get to know children within the first few weeks to determine if they are 'On Track' or 'Not on Track'.

Formative Assessment

Learning is recorded online using Tapestry learning journals. Each pupil has two pieces of evidence per learning area each half term. Evidence is purposeful and used to inform future planning. Evidence is recorded on Tapestry when there is clear progression or a 'wow' moment. Written observation, photos and drawings all contribute to the summative report. All members of the EYFS team are responsible for observing children within their year group but the teacher has responsibility for knowing the progress of their own children in their class.

At the end of each term, teachers update their assessment of each child on Arbor against the Birth to 5 Matters statements.

Each half term, teachers analyse Tapestry to identify gaps in the Children's learning and highlight which areas of learning and which children need to be focus in the following week. The staff will use this information, along with Arbor assessment data, to select resources and activities to stimulate an interest and scaffold their learning.

Teachers also draw on their knowledge of the child and use their own expert professional judgement when assessing.

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 at the end of the year.

The profile is moderated internally (referring to the Birth to 5 matters document) and in partnership with other BDMAT schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

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 progress and development. 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.

We use Tapestry to keep parents informed of their child's development. Any observations of what their children are learning at school and possible next steps are shared with parents. We also encourage parents to add their own observations and photographs from home. This insight into a child's home life is invaluable and can lead the learning that takes place within school.

7. Safeguarding and welfare procedures

Daily risk assessments are carried out to ensure the safety of our children in both indoor and outdoor environments.

We ensure that staff who look after children are suitable and fulfil their roles. All staff are CRB checked. We follow guidance for ratios from statutory framework to ensure that there is 1 adult to 8 children in Nursery and 1 adult to 30 children in Reception with 1 supporting Teaching Assistant across the year group.

Medicines are only administered to children if a form has been completed, and medicine has a doctor's label on. At least one member of staff in EYFS will always hold an up to date pediatric first aid certificate.

The remainder of our safeguarding and welfare procedures are outlined in our school's safeguarding policy.

8. Mobile Device and Camera Policy for EYFS

To ensure the safety and welfare of the children in our care, this policy outlines the protocols for the use of personal mobile phones and cameras in school.

Mobile Devices

Staff

Bentley Heath Church of England Primary School allows staff to bring in personal mobile telephones for their own use.

Users bringing personal mobile telephones into Bentley Heath Church of England Primary School must ensure there is no inappropriate or illegal content on the device.

All staff must ensure that their mobile telephones are stored securely, in their locker in a separate area (that is not used for teaching), throughout their contact time with children.

Mobile phone calls may only be taken during staff breaks or in staff members' own time and should only be taken in an area not accessed by children. If staff have a personal emergency they are free to use the school's phone or make a personal call from their mobile in non-contact time with children.

If a member of staff is waiting for an emergency personal call then their phone may be left with the Office staff, who with permission, will answer and then notify the member of staff.

Staff will need to ensure that the Office has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

Parents, visitors & volunteers

All parent helpers or visitors are asked to switch their mobile phones to silent when in school and to store them in the lockers provided for this purpose. (The lockers are located next to the main school office).

It is the responsibility of all members of staff to be vigilant and report any concerns to the Head / Deputy Head. This forms part of the Volunteers Agreement. A reminder of this is displayed in the main entrance.

Concerns will be taken seriously, logged and investigated appropriately in line with our safeguarding policy.

Children

Children are not allowed to bring smartphone mobile devices to school. If mobile phones are brought into school without permission they will be kept in the school office until a parent is notified to collect it. Pupils may bring a 'dumbphone' but this must be handed in to the office on arrival.

Contractors

Mobile phones are turned to silent and not used in school. If it is necessary for contractors to have their mobile phones to implement their role effectively, then this needs to be in an area away from any children.

Cameras

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression. They may also be used on our website or other online platform and/or by the local press with permission from the parents.

However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated Bentley Heath Church of England Primary School cameras or mobile devices are to be used to take any photos within school or on outings.

Images taken on these cameras must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the cameras; which should be placed within the teacher's desk or cupboard at the end of the day.

Images and recordings taken and stored on school cameras and tablets must be downloaded onto a school desktop computer as soon as possible.

Productions/Outings

Photographs may be taken by parents or carers during productions, outings, sporting events if permission has been granted by the Headteacher as occasionally there are restrictions for safety reasons. If permission is granted then photographs are only for parent or carers personal use and must not be placed on any social network sites.

Failure to adhere to the contents of this policy will lead to disciplinary and/or safeguarding procedures being followed.

9. Monitoring arrangements

This policy will be reviewed and approved by the Senior Leadership Team at least every two years.

At every review, the policy will be shared with the Local Academy 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
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
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 procedure