

Approved: Summer 2024

Review: Summer 2026

THE GLEBE PRIMARY
SCHOOL

**Early Years and Foundation Stage
(EYFS) Policy**





Early Years and Foundation Stage Policy

The Glebe Primary School is a Rights Respecting School.

RRSA Article 29: Education must develop every child's personality, talents and abilities to the full.

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.

At The Glebe Primary School, each child is valued as an individual and teaching and learning is adapted to meet varying developmental rates and needs.

3. School values

At The Glebe Primary School, we strive for our children to feel a sense of belonging and community, as soon as they enter our setting. Within this, mutual respect is a key theme of all we do, our children become well-rounded individuals who value themselves and one another. We are a caring community, and our values are built on high expectations for all. We hold fast to 3 simple rules:

Be Ready

Be Respectful

Be Safe

It is our intent that we work collaboratively between home and school to encourage independent learners, who enjoy their learning and flourish in our environment. At The Glebe, we ensure that all children will receive the teaching of early reading through systematic, synthetic phonics to learn to read words and simple sentences accurately by the end of Reception.

3.1 EYFS Vision Statement

We pride ourselves on creating a learning environment that is inspiring, purposeful and develops curiosity. We aim to create a space where our children feel confident and able to flourish, regardless of background, circumstances or need. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps. Learning at The Glebe is engaging and purposeful. We create a nurturing environment, where play, both indoor and outdoor, and quality adult interaction is at the heart of what we do. We strive to equip our children with a natural creativity, a strong sense of belonging and a love of learning.

4. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth, to the end of Reception. At The Glebe Primary School, children can join our setting in the school term they turn three. Nursery children can access our school as a 15-hour provision setting, joining either a morning or afternoon session.

Children begin attending full time school in Reception, within the school year they turn five. Our Reception cohort is an intake of two classes, who work as one cohort. Children mix throughout the school day, in order to form their own friendships and dictate their play. At the end of Reception, staff use this knowledge of social relationships to ensure children are in two, well balanced classes, ready for Year 1.

5. 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 curriculum is carefully planned to stimulate all learners and challenge children of all abilities. Reading is at the heart of our school and in EYFS we aim to foster a love of reading and provide integral building blocks to allow children to flourish within their reading journey. We deliver daily phonics sessions following our Little Wandle phonics programme.

5.1 Planning

Our staff plan activities and experiences 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. Our staff use the Development Matters framework, to inform planning, as well as children's interests, key areas of development and teacher judgement.

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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Children engage in a range of adult-led tasks and child-initiated provision. This can be both indoors and outdoors and we encourage children to develop their personal interests.

At The Glebe, we follow Development Matters, which guides our progression between Nursery and Reception. Each half term, both Nursery and Reception follow the same key theme to guide learning, as well as a diverse reading spine which progresses through each year and ensures our children explore high quality texts. Learning within provision is based on these texts and this learning is planned to be highly purposeful and based on the individual needs of the cohort. Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, quality interactions and build on existing skills taking into account the Characteristics of Effective

Learning. Rich, first hand experiences (inside, outdoors, visitors and school trips) are planned to widen experiences, awe and wonderment. New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling standard English and asking high quality questions. Reading is at the heart of our curriculum and our aim is to encourage a love of reading right from the start. The aim is to expose children to a range of quality books that not only develop a love of reading, but have been chosen specifically to develop their oracy, vocabulary and comprehension. The books on our EYFS Reading Spine are embedded in our provision through activities and story sessions. The books are kept on display for children to access independently. In addition, children in Reception read phonetically matched books from our Little Wandle scheme 3 times a week, focusing on decoding, prosody and comprehension. In Reception, the weekly timetable is more structured, due to Little Wandle phonics and reading. We have a balance between whole class learning, adult initiated tasks and child-initiated learning.

5.2 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.

We recognise that teaching can take place at all times of the day through directed teaching sessions, through times of play and inside and outside the classroom. We encourage all of these. We strive to make our environments irresistible to children and encourage our staff to seize every opportunity for teaching. Weekly and daily planning formalise this and aim to ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be life-long learners.

At The Glebe Primary School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. We believe that it is vitally important for adults to support children's learning through play. We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals, the desired outcomes for the end of the EYFS.

6. Assessment

At The Glebe Primary School, 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.

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, as well as evidence collected of independent work, Little Wandle phonics data and teacher assessment. 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 upon request.

7. Working with parents and carers

We recognise that children learn and develop well when there's 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.

Each child is assigned a key person, who is usually the class teacher, 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.

Some of the strategies that we use to support parents with their child's learning include:

- EYFS Termly curriculum letters
- Observations are shared with parents through the Evidence me and seesaw platforms
- Home learning activities are given to all children using seesaw and paper-based activities
- Children take home library books and phonetically matched books in Reception
- Parents are invited into the setting for workshops with their child and for information sessions
- Parents have the opportunity to contribute to the baseline assessments
- Parents can provide school with information about children's interests and learning at home through provided forms

8. 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.

Safeguarding children is at the core of our school. All children are known as individuals by their class teacher as well as the Head Teacher. This means that there can be early identification of problems and support for children who are vulnerable or at risk. The Head Teacher (Mrs Justine Moralee) and the Deputy Head Teacher (Mrs Billie-Jo Carnelly) are the Designated Leads for Child Protection.

The Designated Leads have undertaken the Integrated Services Training provided by the Local Authority on child protection issues. All concerns about any child protection issues are referred to the Designated Leads who liaise with Social Services, via the Stockton and Hartlepool Hub (01429 284284), as and when, necessary. The Child Protection Policy describes responsibilities and procedures for dealing with child protection matters.

All parents/carers of children complete a form to say who is allowed to collect their children at the end of the school day. EYFS staff will only hand over children at the end of the day to people on this list, unless there has been prior communication with parents/carers.

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 within Nursery.

We comply with infant class size legislation and have at least 1 teacher per 30 pupils within Reception.

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 teaching the importance of brushing your teeth.

We carry out daily supervised toothbrushing. We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

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

9. Policies

Any policies mentioned within this document can be viewed by contacting the school office.

10. Monitoring arrangements

This policy will be reviewed every two years. At every review, the policy will be shared with the governing board.

THE GLEBE PRIMARY SCHOOL

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This Policy has been approved at a meeting of the full
Governing Body of the Glebe Primary School

On: Summer 2024

To be reviewed: Summer 2026

Chair of Governors:

Gill Broome