



## **Reedness Primary School**

### **EYFS Policy**



‘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 - Department for Education 2021

The Early Years Foundation Stage applies to children from birth to the end of their Reception Year. At Reedness Primary School we have Nursery and Reception provision within Class 1. Nursery children can join the school after their third birthday and Reception children the September following their fourth birthday. We believe that early childhood is the foundation on which children build the rest of their lives and at Reedness Primary School we greatly value the importance that the Early Years plays in laying secure foundations for future learning and development.

#### **Aims:**

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Reedness Primary School, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress.
- Develop positive relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The Early Years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;

- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.

### **Learning and Development:**

#### The Early Years Curriculum

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum.

There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child-initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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

Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development. The Early Years Foundation Stage pupils have their own outdoor area with sand or water, climbing equipment, bikes, writing opportunities, mud kitchen, construction and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and

gives things a different perspective. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

### **Starting School:**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily. In both Nursery and Reception children are invited to a taster session before their official start date. Staff are on hand to meet and greet parents with their children and answer any questions they might have. In Nursery, parents are encouraged to come in and settle their children at the beginning of sessions. Towards the end of the year, as children are getting ready to join school full time, teachers will encourage more independence. Parents are invited to a new parents' meeting. This is an opportunity for staff to:

- go through the school handbook
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Answer any questions parents might have about starting school
- Explain the arrangements for starting school in September
- Talk to the parents about the school and Government expectations at the end of the Foundation Stage

When children join the school in September, we find that it is best for all children to start at the same time. We encourage parents to bring their children for full days from day one. Parents are invited to settle their children in the mornings initially, but we actively encourage independence.

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in assemblies as well as sharing lunchtimes with the other children in the school.

### **Safeguarding:**

*'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.'*

*(Statutory Framework for EYFS 2021)*

At Reedness Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;

- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school's safeguarding policy)

#### **Healthy Eating:**

All children, in Nursery and Reception, are provided with a healthy snack each day as well as being given the choice of a drink - milk and water. They have access to water at all times. School dinners are provided for free for all children in Reception and menus are sent out termly for parents to see and choose from. This is to encourage pupils to try a range of foods.

#### **Intimate Care:**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing or changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Nursery.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.

#### **Review and Monitoring:**

This policy will be reviewed by the Governing Body and Headteacher

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Date: March, 2025

Date to be reviewed: September, 2026

Approved by: Governing Body

Signed: M.Herbert