



Cavendish Close Infant and Nursery School

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## Early Years Foundation Stage (EYFS) Policy

662239

### Policy approved by:

Name	Role	Date

### Policy review dates and changes:

Review Date	By whom	Summary of changes made	Date implemented

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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 \(EYFS\) that applies from September 2021](#).

## 3. Our Intent

Seven guiding principles shape our curriculum intent for nursery and reception children.

### 1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

### 2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner enjoys spending time with children.
- Effective practitioners are responsive to children.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

### 3. The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything we want the children to learn.
- Planning helps every child to develop their language.
- The curriculum is ambitious. Careful sequencing helps children to build their learning over time.
- Children's learning is often driven by their interests. Planning is flexible to meet the needs of the children.
- Children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

### 4. Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.

- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. They join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.

### 5. Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners are also clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Assessment does not take practitioners away from the children for long periods of time.

### 6. Self-regulation and executive function

- Executive function includes the child's ability to: – hold information in mind – focus their attention – think flexibly – inhibit impulsive behaviour.
- These abilities contribute to the child's growing ability to self-regulate: – concentrate their thinking – plan what to do next – monitor what they are doing and adapt – regulate strong feelings – be patient for what they want – bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

### 7. Partnership with parents

- It is important for parents and school to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
- This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- By knowing and understanding all the children and their families, we can offer extra help to those who need it most.
- It is important to encourage all parents to chat, play and read with their children.

### Our STAR expectations for all children are;

At Cavendish Close Infant and Nursery School, we are all stars.

Together, every day, we reach for the stars.



Together, we can all shine

Our 10 Learning Values and 8 Behaviour Values are;



#### 4. Structure of the EYFS

At Cavendish Close Infant and Nursery School, our Early Years provision includes a 39 place Nursery for 3 and 4 year olds and three Reception classes, each with space for 30 children.

Our Nursery class has an indoor and outdoor learning environment within a large room and garden and is led and managed by a fully qualified teacher and early years specialist, supported by two full time teaching assistants. The nursery is open term time and offers 3 session options;

- 30 hours provision over 5 days; Monday to Friday 8:50 to 14:50. Only parents with an eligible 30 hour code can access this option.
- 15 hours provision over 2.5 days; Monday and Tuesday from 8:50 to 14:50 and Wednesday 8:50 to 11:50.
- 15 hours provision over 2.5 days; Wednesday 12:10 to 15:10 and Thursday and Friday 8:50 to 14:50 between the hours of 8.50am – 2.50pm and more details can be found in our Admissions Policy

Free Entitlement Sessions for 3-4 year olds 1:13 ratio		Cost to parent
<b>OPTION 1</b> 15 hours per week over 38 weeks	<b>2.5 days</b> Monday – 6 hour day Tuesday – 6 hour day Wednesday – 3 hours during the morning <i>*Limited places available*</i>	NIL COST  <i>Optional school dinner £2.00 per day</i>
<b>OPTION 2</b> 15 hours per week over 38 weeks	<b>2.5 days</b> Wednesday – 3 hours during the afternoon Thursday – 6 hour day Friday – 6 hour day <i>*Limited places available*</i>	NIL COST  <i>Optional school dinner £2.00 per day</i>

<b>OPTION 3</b> 30 hours per week over 38 weeks	<b>5 days</b> Monday to Friday - 6 hour days  <i>*Limited places available*</i>	NIL COST <b><u>Upon receipt of valid 30 hour eligibility code for each school term</u></b> <i>Optional school dinner £2.00 per day</i>
We offer Breakfast and After School Club from 7:45 until 17:45 at an additional cost to parents. Please contact the school office for additional information and costs.		

Our Reception classes each have their own classroom which are connected by a shared area as well as a large outdoor garden. Each class has a fully qualified teacher and teaching assistant. We offer Breakfast and After School Club from 7:45 until 17:45 at an additional cost to parents.

## 5. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

### **Each area of learning is split into the following 17 Early learning Goals;**

Communication and language;

- Listening, attention and understanding
- Speaking

Personal, social and emotional development;

- Self-regulation
- Managing self
- Building relationships

Physical development;

- Gross motor skills
- Fine motor skills

Literacy;

- Comprehension
- Word reading
- Writing

Mathematics;

- Numbers
- Numerical patterns

Understanding the world;

- Past and present
- People, culture and communities
- The natural world

Expressive arts and design;

- Exploring and using media and materials
- Being imaginative

We believe children should be given as many opportunities and experiences to develop lifelong skills in a variety of contexts across the areas of learning. In planning and guiding children's activities, we reflect on the different ways that children learn.

### **Three characteristics of effective teaching and learning 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

## **4.1 Planning**

At Cavendish Close Infant and Nursery School we motivate children to learn by planning learning topics that are relevant and exciting with meaningful reasons to read, write and be numerate across the curriculum.

Children in the early years follow a daily timetable which includes;

**Word Wise** session following ['Letters and Sounds': Principles and Practice of High Quality Phonics](#) programme and [Collins Big Cat Phonics for Letters and Sounds](#) reading scheme. This includes explicit teaching of phonics, reading and writing through modelled, shared and independent activities to revisit previous learning and apply and embed new learning.

**Power Maths** session following [Pearson Power Maths](#) approach and teaching programme. This includes explicit teaching of mathematics through modelled, shared and independent activities to revisit previous learning and apply and embed new learning.

**Time For Us** where children learn how to regulate their emotions, build relationships and manage their self-care.

**Together Time** where children and staff come together to share and explore our 10 learning values and our 8 behaviour values. We also learn about cultural diversity and celebrate how unique we are.

**Challenge Time** offers opportunities for children to apply and embed their knowledge and understanding in enabling environments linked to current topic and themes.

### **Story Time**

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## **4.2 Teaching**

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Each area of learning and development is implemented through planned, purposeful play, and through a balance of adult-led and child-initiated learning opportunities in the indoor and outdoor learning environment.

At Cavendish Close Infant and Nursery School we motivate children to learn by

- ✓ Bringing subjects to life, enjoy being Historians, Artists etc.
- ✓ Connecting learning to our children's lives and interests.
- ✓ Finding the story in learning (People, Places, Problems and Possibilities).
- ✓ Ensuring that learning has:
  - a HOOK (a wow starter)
  - a PURPOSE (a challenge)
  - and an AUDIENCE
- ✓ Valuing the process of learning as well as the outcome.
- ✓ Giving our children the time and space to learn in greater depth.
- ✓ Enabling our children to make choices in their learning.

- ✓ Helping our children to work independently and collaboratively using their communication and social skills.
- ✓ Creating enabling environments with relevant and interesting resources

We are committed to developing high quality continuous provision with accessible, relevant, and open-ended resources that promote enquiry-based learning. At our school we create indoor and outdoor environments that are;

- ✓ Welcoming
- ✓ Positive and happy
- ✓ Safe and calm
- ✓ Orderly
- ✓ Inviting, stimulating, and engaging

Early years' staff make ongoing judgements about the balance between activities led by children, and activities led or guided by adults. Staff skillfully 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

## 6. Assessment

At Cavendish Close Infant and Nursery School, 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.

Staff review children's progress using [Observing, Play And Learning – BEYA](#) approach. Using the OPAL milestones guidance, staff provide parents and/or carers with a written summary of the child's development in the 3 prime areas and in literacy and mathematics every six months from their child's 3<sup>rd</sup> birthday. This progress check is called a 'Spotlight' and highlights the areas in which a child is following typical development and the areas in which additional support is needed.

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

## 7. 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 throughout nursery and reception, using the OPAL development milestones. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of reception.

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.

## 8. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by working with health professionals to deliver key messages about good oral health.

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy.

## 9. Monitoring arrangements

This policy will be reviewed by Caroline Howett every year.

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



## Appendix 1. List of statutory and non-statutory policies and procedures relating to 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
Procedures for applying for nursery and school places	See nursery admissions policy See Derby City Council admissions policy
Procedures for supporting children with toileting needs	See toileting and continence policy
Procedure for dealing with concerns and complaints	See complaints policy