

# EYFS Policy

Northway Community  
Primary School



*Nurturing today's minds for tomorrow's challenges.*

Approved by:

Mrs McKenzie  
Headteacher

## Aims

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop rapidly in the early years, and experiences between birth and age five have a lasting impact on their future learning, wellbeing and life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

At Northway, we deliver the Early Years Foundation Stage (EYFS) in line with the Statutory Framework (DfE 2021) and fulfil our statutory duties for the Early Years Foundation Stage Profile (EYFSP). Through high-quality early education, effective partnerships with parents and carers, and our restorative and relational practice ethos, we ensure every child develops the knowledge, skills and confidence they need to succeed in Year 1 and beyond.

At Northway, we believe that the first years in education are a vital time to instil a love of learning and equip children with lifelong communication and personal skills, preparing them for their future learning journey. Children learn best when they are happy, secure and have a high sense of wellbeing. Staff place a strong emphasis on providing our children with a safe and friendly environment in which to thrive. Through play experiences and purposeful teaching, our children become confident to explore and enthusiastic to learn.

Across the year, we explore our school values and place a strong focus on nurturing children to become resilient, confident and independent learners. This is achieved through an ethos of metacognition, teacher scaffolding and restorative and relational practice. As a restorative and relational practice school, we ensure that all interactions are underpinned by respect, empathy, and the building of positive relationships. This approach supports children's personal, social and emotional development and underpins every aspect of learning. Personal, social and emotional development, alongside the teaching of communication and language skills, form the foundations for learning at Northway. We consider social skills and positive interactions with adults and peers crucial for children to be able to learn and thrive.

We build on children's prior learning from previous settings and from home to ensure that learning is meaningful, relevant and tailored to individual needs, interests and learning styles. We strive to promote the holistic development of all children in order to build a solid and broad foundation for lifelong learning. Through progressive planning and teaching, we ensure that all our pupils are 'school ready' academically, personally, socially and emotionally.

High expectations and aspirations are set for all children to achieve their full potential and to become competent in the basic skills of communication, reading, writing and number, so that many possibilities are made available to them as they progress through the school.

This policy supports the school mission statement by:

- ensuring excellence in teaching and learning delivered through a well-planned, rich and varied curriculum
- encouraging children to be self-motivated and to develop a positive attitude towards their learning
- promoting and nurturing individual liberty and respect for ourselves, others and the world around us
- developing global citizens so children leave us with an understanding of their rights and responsibilities within the wider world
- ensuring that restorative and relational practice underpins all of our interactions

- explicitly teaching high quality oracy skills to support the development of effective communication skills

Our work in the EYFS enables our pupils to develop:

- effective communication skills
- a strong awareness of their own and others' physical and mental health needs and how best to support these
- a strong sense of belonging
- a love of learning
- independence
- strong foundations in the basic skills

### Consultation

This policy was written by Rebecca Harrison EYFS/ KS1 Leader, in consultation with:

- Lynn Sumner and Jane Crellin (EYFS teaching staff)
- The wider EYFS team
- SLT
- Governors

### Legislation and guidance

This policy was informed by guidance and information from a range of sources:

- Statutory framework for the Early Years Foundation Stage- DfE
- Education Endowment Foundation- Early Years Toolkit
- The Education Inspection Framework - Ofsted
- Bold Beginnings- Ofsted
- Sefton EYFS LA team

### Implementation of the policy

The learning journey begins by weaving personal, social and emotional development skills into all that we do, in order to create pupils that are ready to learn. We cultivate an ethos where pupils are emboldened to 'have a go', we model how to embrace new challenges and guide children to celebrate their achievements and relish new goals. Self-belief and positive attitudes underpin our foundations for learning and from here we support all pupils to achieve their full potential. Staff are trained to use restorative and relational practices that support children to communicate effectively. In Reception, PSED is taught discretely, one afternoon a week, and across the setting, it is taught indirectly throughout the whole week in the language we use, stories we read, assemblies, circle times, class attitudes and the values that we promote. Restorative and relational practices are embedded in daily routines, circle times, conflict resolution, and staff-pupil interactions. Staff model respectful communication, encourage children to reflect on their choices, and support them in repairing relationships when difficulties arise.

High quality communication skills are prioritised across the setting. Explicitly taught oracy skills are embedded within our curriculum. We believe that teaching children to have a voice, speak effectively and listen carefully is essential so that they have the skills to communicate clearly.

Exploration of the world around us is planned into our weekly sessions, so that the pupils develop a broad and rich knowledge base from which all future learning can be built upon. We start by learning about the immediate world around the children and then branch out. Taught knowledge links to future learning at Northway, and therefore our pupils are equipped with the prior understanding to enable

them to flourish throughout the school. The creative, technological and physical skills that children need to master are started in the Nursery. All learning is linked to a theme to add purpose and meaning to all the knowledge acquired.

Carefully sequenced reading progression and systematic phonics teaching lies at the heart of our learning foundations. Daily writing sessions build on the knowledge acquired in reading and phonics, and through a range of high-quality texts, the children begin to explore and develop a love of writing.

The exploration of number is planned for daily, in a series of progressive lessons, so that by the end of Reception, pupils are fluent with the value of numbers up to twenty and have strong mental recall of number bonds, giving them the foundations to support their learning as they enter Year One and beyond.

### **Roles and Responsibilities**

All EYFS staff are expected to model restorative and relational approaches in their practice, ensuring consistency across the provision and reinforcing our whole-school ethos.

**EYFS Leader:** Oversees planning, staff CPD, moderation, pupil outcomes, and environment.

**EYFS Teachers:** Plan and deliver lessons, assess pupils, communicate with parents, promote RRP.

**Support Staff:** Deliver interventions, support curriculum access, promote RRP.

**Governors:** Monitor teaching and learning, meet annually with EYFS leader.

**Headteacher:** Supports vision, reviews EYFS work.

**Pupils:** Guide staff direction through engagement and progress.

**Parents/Carers:** Support learning, attend workshops, maintain communication. Parents are encouraged to engage with our restorative and relational approach so that children experience consistency between home and school. Workshops and communication opportunities are provided to share strategies and reinforce positive approaches.

### **Planning**

Over a sustained period of time, we have developed and adapted a long-term plan to meet the needs and interests of the typical cohorts that we receive each year in our demographic area. Our long-term and medium-term plans are carefully designed to ensure that from Nursery to Reception, and then beyond, there is a progressive, broad and balanced curriculum that feeds into future learning. We also ensure that our planning and teaching is flexible to be able to meet the needs and lines of enquiry that our children may wish to explore.

In Nursery, the teacher plans on a weekly basis:

- Communication, Literacy and Language sessions
- Mathematics sessions
- Phonics sessions

In continuous provision and linked into the Mathematics and CLL plans, the following areas are explored:

- Personal Social and Emotional Development.
- Understanding of the World
- Physical Development
- Expressive Art and Design

However, there is flexibility in the planned sessions to ensure that pupils individual lines of enquiry can be explored.

In Reception, teachers plan on weekly basis:

- Five Communication, Literacy and Language sessions
- Five Mathematics sessions
- Four Phonics sessions, plus a phonics reading session and choral reads based on the books from the phonics scheme
- One discrete Personal Social and Emotional Development session
- One Understanding of the World session
- One Physical Development session
- One Religious Education session
- One Expressive Art and Design session
- One Music session

However, there is flexibility in the planned sessions to ensure that pupils individual lines of enquiry can be explored.

### Teaching and Organisation

- Whole class sessions followed by small group or 1:1 support.
- Topic-based, play-based curriculum with a balance of child-initiated and adult-directed activities.
- We avoid fixed ability groupings; flexible, needs-based grouping are encouraged.
- Adults provide engaging continuous provision opportunities, both indoors and outdoors to consolidate and extend learning.

### Parent/Carer partnership

At Northway we offer:

- Workshops and stay-and-play sessions to support learning.
- Open days and regular communication.
- Written reports and parent/carers meetings throughout the year.

Homework: See whole school policy for homework.

### Resources

All plans, knowledge organisers, and paper-based resources are stored in the EYFS folder on Microsoft Teams. Resources for topics are stored in each classroom cupboard in topic boxes. EYFS staff are responsible for dividing the budget and keeping resources updated and relevant.

Each child will have a learning journey to document their learning. In Reception, each child will also have an English and Maths book to record learning in.

### Assessment:

Teachers make daily judgements of the pupils social, emotional and academic attainment and progress.

- Staff aim to make a baseline judgement of each child preferably within the first three full weeks of being in education. In Reception all eligible children will complete the statutory RBA online assessment within the first six weeks of school.
- In November/February/June, staff are required to make a teacher assessment attainment judgement in the seven areas of learning. Children are grouped into those working at expected and those working below. Children working below need to be plotted carefully against the Development Matters framework so that small steps of learning can be carefully planned for in their area of weakness.

- Teachers must complete the statutory Early Years Foundation Stage Profile (EYFSP) for each child in the final term of the Reception year.. The Profile must provide a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against the 17 Early Learning Goals (ELGs), and their readiness for Year 1.
- Teachers must make a best-fit judgement for each ELG, stating whether the child is meeting the level of development expected at the end of the EYFS ('emerging' or 'expected').
- The EYFSP must be submitted to the Local Authority by the statutory deadline in June, and data will be shared with the DfE for national analysis.
- EYFSP outcomes must be shared with Year 1 teachers to support transition and curriculum continuity. A short commentary on each child's Characteristics of Effective Learning should also be included.
- Parents will receive a written summary of their child's attainment in relation to the ELGs, alongside a narrative on progress, strengths and next steps, by the end of the Reception year.

### Equal opportunities

In the EYFS, our ethos reflects the vision of the school's mission to provide a "well-planned, rich and varied curriculum" to all children. Through all of our teaching, we provide learning opportunities that enable all pupils to make progress. We differentiate tasks and use a range of approaches to enable all pupils to access and enjoy the EYFS curriculum. Staff are trained to use RRP to ensure equity and inclusive practices are upheld.

As part of the delivery of the PSHE/PSED curriculum, the EYFS staff follow the whole school long term plan to ensure that the protected characteristics and Equality Act 2010 are taught and adhered to at an age-appropriate level.

### Health and safety

Staff adhere to the guidance set out in the EYFS framework. All staff are employed through safer working practice recruitment procedures and subject to DBS checks. The safeguarding policy and induction are shared and reviewed with all staff. Staff use CPOMS to report all concerns or relevant information about the welfare of pupils. Designated first aid staff are named, and Paediatric First Aid training is kept up to date for all relevant members of staff. Intimate care is well balance with care and respect whilst adhering to safeguarding procedures. If a member of staff provides intimate care this is documented, and parents receive a note home to say when this has been carried out. For children with daily toileting needs a personalised plan for care is agreed with parents and they are asked to sign the care plan.

A risk assessment will be completed for any educational visits. There should be the appropriate ratio of adults to children.

### Transition

#### Nursery

- Nursery information booklets and key medical/contact documents to be sent home in the Summer Term.
- The Nursery is closed for the first few days of September (depending on volume of pupils starting) to allow for Nursery staff to make home visits to all children that are due to start Nursery in **September**. Once these are complete, there will be a welcome to Nursery visiting day. Parents are allocated an hour time slot where they can come and visit the Nursery with their child. Then existing Nursery pupils return on the next day and new Nursery pupils



begin settling in sessions 2x 1hr. On their third day they will stay in Nursery for 2.5 hours. On their fourth day they will start their normal Nursery hours. By the third week all pupils are on normal hours, unless a staggered start has been agreed to meet the needs of individual pupils.

- Nursery staff liaise with Reception staff (External settings to be contacted) for all relevant documentation to support the transition of each pupil as they enter Reception.
- In December and March the Nursery teacher and TA will go and make home visits to those starting school. The first teaching day back after the Christmas and Easter break will be a **Transition visit day** for parents and pupils -9-10am /2-3pm. Nursery is closed to existing pupils. Pupils will then be offered 2x 1hr settling in sessions with existing Nursery pupils. On their third day they will stay in Nursery for 2.5 hours. On their fourth day they will start their normal Nursery hours, unless a staggered start has been agreed to meet the needs of individual pupils.

<b>First days of term (Length may vary depending on intake volume)</b>	Home visits- allow 30 mins per pupil
Day 1 after home visits are complete	<b>Transition visit day</b> for parents and pupils -9-10am /2-3pm
Day 2	Old Nursery pupils RETURN as normal. <b>1 HOUR Settling in session</b> for new beginners. (9-10am /2-3pm)
Day 3	Old Nursery pupils RETURN as normal. <b>1 HOUR Settling in session</b> for new beginners. (9-10am /2-3pm)
Day 4	Old Nursery pupils RETURN as normal. <b>2.5 HOUR Settling in session</b> for new beginners. (9am-11.30am or 12.45-3.15pm)
Day 5	Normal hours commence- unless a staggered start is required.
<b>Week 3</b>	All children must have started by Thursday census. Normal hours begin- discretion of Nursery teacher who may wish to speak with individual parents.

## Reception

- Reception staff liaise with Nursery staff (Private settings to be contacted) for all relevant documentation to support the transition of each pupil into Reception.
- Reception information booklets and key medical/contact documents to be sent home in the Summer Term.
- New to Reception parents/carers are invited to the school to meet the SLT and EYFS staff and become familiar with the setting and school life (Evening- to accommodate working parent/carers).
- New to Reception children are offered the opportunity to meet the teacher for a settling in stay and play session prior to starting.
- New to Reception parents are offered the chance to attend a supportive workshop to support them as their child enters school- this covers the school ready guidance and support from the DfE.
- New to Reception children start school with a phased approach across the first week (Half days followed by a final full day).
- In the first term, several parent workshops are held to welcome parents into the ethos and day to day life of Northway. We explain our communication based restorative and relational practice approach.

- Reception teachers must provide Year 1 staff with a summary of each child's EYFSP results and Characteristics of Effective Learning, to support smooth progression into Key Stage 1.
- Children work with staff to carry out a supportive transition program to enable them to become familiar with Year 1. Enhanced transitions are arranged where necessary.

### Impact

The impact of our curriculum and restorative approach to learning is evident in the outcomes at the end of EYFS.

- Outcomes are typically above national average.
- Seamless transition to Year One.
- Regular monitoring, moderation, and progress reviews.
- Support for SEND and disadvantaged pupils is high quality.
- High levels of well-being reported in written feedback from parents at the end of each year.

### Monitoring and Evaluation:

The quality of teaching and learning will be monitored by the Head teacher and the EYFS Leader in collaboration with members of staff. The EYFS Leader has an ambitious vision for the standards in the EYFS and works continually with staff to share expected outcomes, reinforce teaching expectations and develop a culture for effective learning. Weekly staff and team meetings include opportunities for staff CPD based on the findings of monitoring and current needs of the teaching and learning at Northway. Learning walks are used as a vehicle for discussion around the future development of teaching and learning and agreeing effective practice. Monitoring will also evaluate how effectively restorative and relational practices are embedded and sustained across the EYFS. The EYFS Leader will ensure that these principles remain central to provision, safeguarding, and children's emotional well-being.

The EYFS Leader is responsible for ensuring accurate completion of the EYFSP in line with statutory requirements. This includes overseeing internal moderation processes and participating in Local Authority moderation. The EYFS team take part in regular internal and external moderation meetings to ensure the quality of provision and pupil outcomes are in line with school and national expectations.

Pupils' attainment and progress is analysed by the EYFS Leader and regular pupil progress reviews are held to identify children in need of additional support including those with SEND or in receipt of pupil premium funding. Disadvantaged pupils' progress is closely monitored and staff work with the EYFS Leader and parents to put in the necessary support for each individual child.

The EYFS Leader will report to the governors responsible for monitoring the implementation of this policy. This will be through annual discussion with the EYFS Leader and consideration of the evidence included in the EYFS Leader's presentation. The work of the EYFS Leader will also be subject to review by the Head teacher as part of performance management arrangements.

### Links to other policies

The EYFS Policy should be read in conjunction with the following policies:

Mission Statement

Teaching and Learning

Marking

Assessment



Homework

SEND

PSHE

SAFEGUARDING

Inclusion, Relationships and Behaviour

## **Appendices**

*Appendix 1: Long term plans*

*Appendix 2: Medium term plan*