

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Maple Tree is a kind and positive school that models respect and embraces diversity - where everyone feels safe and is encouraged to be the best they can be.

Review frequency	2 years	Reviewed	March 25
Governing Committee Responsible	FGB	Governor Approval (date)	27.03.25
Website	Yes		
Staff Responsible Headteacher	Cath Bainbridge	Next review	February 27

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1. Our School Vision

In the Early Years, we believe that all the children are adventurers, ready to learn and discover the world around them. We offer a warm and caring environment to support the children and aim to create an exciting, fun experience inside and outside which stimulates the children to explore, design, learn and create whilst making friends and playing. Our themed approach sparks the children’s imaginations and make our group learning challenging but enjoyable. We understand that each child is on their own individual learning journey and we aim to build close relationships with each child and their family, working closely with other professionals when required.

2. 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

3. Legislation

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

4. Structure of the EYFS

The Early Years provision at Maple Tree Primary School consists of a 45- place pre-school which takes children from 2- and 3-years old and a 30-place Reception class. Details of how to apply can be found in our Admissions Policy on our website.

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. 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

5.1 Planning

Staff plan activities and experiences for children 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.

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.

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.

6. Assessment

At Maple Tree Primary 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.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well 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 parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

- Making contact with parents/carers before their child starts school at our parent drop-ins, induction sessions, welcome packs and school and pre-school visits.
- Inviting parents/carers and children to attend a transition meeting.
- Inviting parents to phonic and reading workshops/ lesson observations to see how their children will begin learning and how they can support them.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will approach parents and carers to discuss them.
- Sharing photos, updates and 'wow moments' on Marvellous Me (our online communication platform).

- Offering Reception parents two parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.
- Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as special events, workshops, Christmas productions and sports day etc.
- 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.

7.1 Transition

Prior to joining our pre-school, pupils are invited into school with their parent/carer for a one to one meeting to help them become familiar with staff and the environment. These meetings provide the opportunity for key workers to share the routines and expectations in pre-school, as well as for parents/carers to ask any questions they may have.

For those pupils who join our reception class and who have not attended our pre-school setting, children are invited to school for a session to support the transition into reception. For all reception parents/carers, there is an information evening held in the Summer term. In this meeting, routines and expectations for our reception class are shared and parents/carers have the opportunity to ask questions. As pupils come to the end of the reception year, the reception teacher and year 1 teacher liaise closely to plan a range of opportunities for pupils to become familiar with year 1 staff and the year 1 environment. This may include the year 1 teacher visiting reception pupils in the reception classroom, reception pupils listening to a story read by the year 1 teacher in the year 1 classroom, and playing on the main playground where year 1 spend their break time. Additional transition activities will be planned according to need.

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.

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:

We have a number of our EYFS staff 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 talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the catering company. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. We make sure that children with allergies or other dietary requirements are catered for in conjunction with our catering providers.






Fresh water is readily available for all children and we encourage children to bring in water bottles so that they can help themselves to water at any time.

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

9. Monitoring arrangements

This policy will be reviewed and approved by the Full Governing Body every two years.

10. Links with other policies

-  Positive Behaviour Policy
-  Child Protection and Safeguarding Policy
-  SEND Policy
-  Admissions Policy
-  Intimate Care Policy