



Bilton CofE Junior School
Bilton Infant School
Bawnmore Community Infant School



BILTON COMMUNITY FEDERATION Early Years Foundation Stage (EYFS) Policy

This policy has been created taking into account the guidance from Warwickshire County Council, the Department of Education and the legislative requirements in regards to School Governance, as laid out in the Education Act 2002, Chapter 1.

| POLICY APPROVAL | |
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| Statutory, recommended, or additional policy | Additional |
| Policy review cycle | 2 Years |
| Policy reviewed by | E Newton (Executive Headteacher) R Ross (Head of School – BJS) C Fawbert (Head of School – BIS) P Davey (Head of School – BAW) L Moor (Chair of Governors – BCF) |
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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) for 2023.

3. Structure of the EYFS

This policy applies to the Reception provision in both infant schools. It does not apply to the pre-school setting at BCIS.

4. 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

4.1 Planning

Our 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.

4.2 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.

Our children learn by playing and exploring, by being active and through creative and critical thinking.

We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

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.

5. Assessment

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. 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.

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

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 talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of regular visits to the dentist

The rest of our safeguarding and welfare procedures are outlined in our school's statutory policies – see Appendix 1.

8. Responsibilities

Role of the Governing Body

- appoint a member of staff to be the leader of the Early Years Foundation Stage who:

- provides leadership in the development and management of the teaching and learning of the EYFS;
- has a teaching responsibility and undertakes other associated responsibilities.
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Executive Headteacher, Head of School and the coordinator;
 - attend training related to this policy;
 - report to the Governing Body as necessary.

Role of the Head of School

- work in partnership with parents / carers to promote the learning and development of all children, and will ensure they are ready for school;
- ensure that the seven areas of learning and development are used to shape educational programmes;
- ensure all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences in all areas of learning and development;
- ensure that the Reception Baseline Assessment (RBA) is completed within the first 6 weeks that pupils attend school
- ensure that assessment is on-going and used effectively to plan activities and support learning;
- ensure the EYFS Profile is undertaken and completed at the end of the key stage;
- ensure the results of the EYFS Profile are sent to the local authority;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;

Role of the Early Years Foundation Stage Leader

Leadership and Management

- To lead and manage the EYFS working in conjunction with the Head of School, Senior Leadership Team and governors
- To organize and manage the EYFS
- To advise and work closely with the Head of School, Executive Headteacher and the nominated governor
- To develop an EYFS development plan and to monitor its effectiveness
- To ensure all EYFS policies are in place and regularly updated
- To lead and develop an effective EYFS team
- To provide and manage a stimulating EYFS environment
- To monitor all planning in accordance with the EYFS and school policies

Assessment and Data

- To ensure assessment procedures are in place for recording, reporting and tracking pupils' progress (including any statutory Baseline assessment)
- To use pupil data effectively
- To undertake thorough and accurate tracking of pupil progress
- To present termly pupil progress reports
- To ensure EYFS pupil end of year reports are completed

Resources and Budget

- To make effective use of resources and budget allocation

Transition

- To ensure smooth transitional arrangements between phases

Parents

- To develop and strengthen good relationships with parents

Support

- To provide guidance and support to all EYFS staff
- To provide training for all staff on induction and when the need arises
- To co-ordinate and oversee EYFS teaching staff and support staff
- To coach, mentor and develop all EYFS teaching staff and support staff

Research

- To make effective use of relevant research and information to improve this policy
- To keep up to date with new developments and resources

Health and Safety

- To undertake risk assessments when required

Appendix 1. List of statutory policies and procedures for the EYFS

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|---|
| Safeguarding policy and procedures | See school websites – BCF Safeguarding Policy |
| Procedure for responding to illness | See school websites – BCF WCC H&S Policy |
| Administering medicines policy | See BCF Children with Medical Conditions Policy |
| Emergency evacuation procedure | See school websites – BCF WCC H&S Policy |
| Procedure for checking the identity of visitors | See school websites – BCF Safeguarding Policy |
| Procedures for a parent failing to collect a child and for missing children | See school websites – BCF Safeguarding Policy |
| Procedure for dealing with concerns and complaints | See school websites – BCF Complaints Policy |