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# THE RIVERBANK SCHOOL



## EARLY YEARS FOUNDATION STAGE POLICY

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# Early Years Foundation Stage Policy

## INTRODUCTION

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At the RiverBank School, we believe that children learn best when they are in a secure, happy and caring environment. Children develop quickly in the early years of their lives and their experiences between birth and 5 have a major impact on their future life chances. In the Early Years Foundation Stage (EYFS), we provide a secure foundation through learning opportunities that start from the child's own interests and learning needs. We aim to enthuse and engage the children we teach through motivating and carefully planned indoor and outdoor learning opportunities. We use the Development Matters in the Early Years Foundation Stage (updated in 2020 to reflect the new Early Adopter EYFS Framework 2020) to plan for the children we teach.

The framework is based on the four EYFS guiding principles

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

## AIMS OF THIS POLICY

This policy aims to ensure:

At the RiverBank School, 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.

We provide the highest quality care and education for all our children; therefore, giving them the strong foundation for their future.

## LEGISLATION

This policy is based on requirements set out in the United Kingdom statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

## STRUCTURE OF THE EYFS



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The Riverbank School's EYFS accommodates children from the ages of 1 - 5 years. There are 4 early years' classes;

- Playgroup
- Pre-Nursery
- Nursery
- Reception

Each class has 2 arms except the playgroup class which has only one arm.

To ensure best practice we have 4 to 5 adults per class, one lead teacher, one supporting teacher, assistant teacher and support staff.

The school day starts at 8am and ends at 1pm.

## CURRICULUM

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

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self- initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

## AREAS OF LEARNING:

The EYFS is made up of three prime areas of learning:

- Personal, Social and Emotional Development



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- Communication and Language
- Physical Development

There are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

**All seven areas of learning and development are important and interconnected.**

At the Riverbank School, the children are provided with a range of rich, meaningful first-hand experiences, in which children can explore, think creatively and are active. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child-initiated learning.

## PLANNING

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The class teacher uses the national schemes of work, where appropriate, to support their planning for individual children. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document.

## TRANSITIONS

At the Riverbank Early years School, our aim is to ensure every child starting the Nursery school feels loved and at home. We recognize that starting school and moving classes or schools has the potential to be a stressful time for both parents and children. To this end, we have established a strong set of procedures for transitions to be smooth as possible.

All children starting in our Nursery get an opportunity to visit the school earlier than their formal resumption date. This gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or



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any concerns they have about their child. In addition to this, all the children have a play session in the Nursery to meet the other staff and get familiar with their new surroundings, which is tagged; 'meet and greet'.

In addition to this, tea parties are held to further get to know the children and the parents on a more personal level as our aim is to provide a home away from home.

All parents are given a timetable and overview of their child's class. Classroom visits are done and feed forward assessment is passed on to the teacher of the child's next class to ensure the teacher is well informed about the child.

The goal is to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

## INCLUSION

All children will receive quality teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, an intervention programme will be implemented. Teachers and Teaching Assistants will plan programmes together and where needed, will liaise with the Special Needs Co-coordinator. (Please refer to the schools 'Special Needs Policy').

## TEACHING

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. At the RiverBank school, staff must 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.

## ASSESSMENT, RECORDING AND REPORTING

At the RiverBank School, ongoing assessment is an integral part of the learning and development processes. We observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. We also take into account observations shared by parents and/or carers.

- ❖ Assessments are made weekly in all classes to find out topics that may need to be revisited in line with the EYFS framework.



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- ❖ Daily practice includes observations of children’s development and progress/
- ❖ Discussions are held with the lead teachers about individual’s children’s development and next steps.
- ❖ Half term and end of year report are provided to all to the parents/carers on their child’s development against the seven areas of learning.

Our Nursery and Reception Levels write formal assessments and test at the end of the school year and reports are sent home to their parents.

## Working with parents

We recognize 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 through our half -term and end of the term’s reports.

## HEALTH, SAFETY AND SAFEGUARDING

At the RiverBank School, we recognize 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. Staff must follow the safeguarding policy. We ensure that all adults who look after the children or who have access to them, must be suitable to do so and are required to submit Police reports every three years.

The Riverbank School, endeavors to meet all these requirements and staff receive annual safeguarding training to ensure their knowledge of the safeguarding requirements are up to date. Our full safeguarding and welfare procedures are outlined in the schools Safeguarding and Safety policies.

## 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 Safeguarding and Child Protection policy



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Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See Critical Incident policy
Procedure for checking the identity of visitors	See Visitors policy
Procedures for a parent failing to collect a child	See Attendance Policy
Procedure for dealing with concerns and complaints	See Complaints Policy

Reviewed by Tiwalade Shofolawe - Bakare, October, 2022.