



EARLY YEARS FOUNDATION STAGE POLICY

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Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum	4
5. Assessment	5
6. Working with parents	6
7. Safeguarding and welfare procedures	6
8. Monitoring arrangements	6
Appendix 1. List of statutory policies and procedures for the EYFS	7

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. Structure of the EYFS

Nursery:

Riverside Primary School and Nursery has a 60-place nursery. This means that a maximum of 60 part-time children can attend. Within the 60 places we have allocated ten full time/30-hour places for children of families who qualify for this funding. Children can attend the term after their third birthday, if there are spaces available. The admissions dates and criteria set out below will be used when allocating places.

3.1 Admission - Full-time:

- Children will be allocated a full-time place in our Nursery if they qualify for funding, **8:45am-3:15pm**.
- Parents/guardians need to apply for a code, please visit: <https://www.gov.uk/apply-30-hours-free-childcare>
- The child can begin their 30-hour placement in the term after the school receive the code.
- Children attending for 30 hours will attend a daily Lunch Club at a cost of £3.00. Parents will supply a daily pack lunch or sign up for 'The Pantry' where lunches cost £2.30.
- The school will amend the ratio of full and part time places accordingly to meet the demand in the local community, up to a maximum of 10 full time places.
- If your child does not use their full 30 hours or you regularly do not pay for lunch club you may lose your place.

Admission - Part time:

- Children will attend 5 x 3-hour morning sessions, 8:45am - 11:45am
or
- 5 x 3-hour afternoon sessions, 12:15pm - 3:15pm.
- If your child does not use their allocated hours, they may lose their place.

The admission dates are:

Three-Year-Olds Born Between:	Month of Part-Time Admissions:	Term of Part-Time Admissions:
1 April - 31 August	September	Autumn
1 Sept - 31 December	January	Spring
1 Jan - 31 March	After Easter Holiday	Summer

Nursery admissions criteria:

If we receive more applications than places available then children will be admitted in the following order:

1. Children under special educational needs statutory assessment or with a statement of special educational needs / Education and Health Care Plan (EHCP) which names the school;
2. Looked after children and all previously looked after children;
3. Children who live in the school's catchment area or parish area, who have brothers or sisters attending the school at the time of admission;
4. Other children who live in the school's catchment area;
5. Children who live out of school's catchment area but have brothers or sisters in attendance at the school;
6. Other children by age order (admitting eldest first).

Applying the criteria:

Where any criterion category is over-subscribed then children within that category will be admitted in an age order basis (eldest first).

- Brothers and sisters are defined as children with brothers or sisters (including step-brothers or sisters residing at the same address), in attendance at the same school or a school on the same site, on the date of admission.

Looked after children and previously looked after children are defined as:

- A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions at the time of making an application to a school.
- This includes children who were adopted under the Adoption Act 1976 and children who were adopted under the Adoption and Children's Act 2002.
- Under the provision of s.14 of the Children and Families Act 2014 and section 8 of the Children Act 1989, residence orders have now been replaced by child arrangement orders.
- See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or

3.2. Allocating places:

- Places will be allocated in accordance with the above part-time admissions criteria.
- Places will be offered at least six weeks before the term your child is due to start.
- Following the allocation of places, all parents will be notified in writing of the decision to grant a place.
- Following notification that a place is available; parents are required to confirm acceptance of this place in writing by completing the child's personal information form and returning it to the school office by the specified date.
- They will then be contacted at a later date with a starting schedule for the child's introduction to nursery.

3.3 Accepting your child's place:

Nursery – Nursery children will be sent an offer letter by email; you will be given two weeks to respond and accept your child's place. If you do not respond to the letter accepting a place at our Nursery within two weeks, and a satisfactory explanation has not been provided to the Headteacher, then the offer of a place can be withdrawn.

The school will record evidence to verify a child's date of birth and identity. Examples are a birth certificate or passport. Parents are also asked to provide valid proof that the address given for the child is the address at which they are ordinarily resident. Parents are asked to sign the personal information form stating that all the information provided is correct. If a parent/carer refuses to provide this then it could affect a parent's/carer's application for a place. If a parent/carer provides inaccurate information, which results in an application not being successful, then the school reserves the right to remove the nursery place.

The home address for each child is the permanent address of the parents/carers and their child. This is taken to be the address of the parent/carer who receives child benefit for the child and is assumed to be the address where the child spends the majority of the time, even if he or she lives at a different address for some days of the week.

If a child is refused a nursery place, then the parent/carer may appeal to a committee of governors. Governors will adhere to the Early Years Foundation Stage Statutory Framework and will not admit children over their designated nursery number or earlier than the specified admission dates. The Governing Body and Headteacher retain special discretion to admit children to our Nursery if a specific social or educational need has been identified. Therefore, the only grounds for upholding an appeal will be where a parent can demonstrate that an error has been made by the school when processing the application.

Parents will be notified that there is no guarantee that a child who is admitted to a school's nursery class will be admitted to school full-time. Parents of children in nursery classes must complete the Local Authority's Admission Preference Form in order to request a full-time place in school. The Local Authority has a statutory duty to apply the admission criteria afresh to determine which school has places.

Reception:

Riverside Primary School and Nursery has a two-form entry. The two classes, Maple and Mulberry have 30 places in each class. Children are allocated a reception place by the Local Authority (RBWM). In-year transfers are managed by the admissions team at RBWM. The children attend Monday to Friday 8:45am - 3:15pm. A free school dinner can be provided as long as it has been ordered online the day before.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from November 2024.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 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 three 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.

There are three stages of planning the curriculum:

- Long Term Planning: The EYFS currently organise the curriculum through termly (6) topics and stories, over the period of the academic year. They cover areas that are familiar, of interest to young children and are fundamental throughout the EYFS. The long-term planning reflects a balance of both the 'Prime' and 'Specific' areas of learning and development.
- Medium Term Planning: This addresses particular aspects of the curriculum in detail each term. Learning objectives, assessment opportunities, and activities and experiences for all areas of learning and development are identified.
- Short Term Planning: The weekly plan is informed in two ways:
 1. Through on-going observation of child initiated or spontaneous activity and planned play opportunities (indoors and outdoors). This allows for flexibility in response to individual children's needs and interests and for revision and modification of plans. Through this, learning objectives for the next short-term plan are identified.
 2. By referring to the medium term plans containing objectives and activities/experiences in the termly topic.

When planning for communication, language and literacy and mathematics we incorporate the following programmes: RWI, Talk Through Stories, Drawing Club and Mastering Number. The Reception classes follow the early learning goals.

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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children develop lifelong learning skills.

Effective teaching and learning is supported through:

- The partnership between staff and parents that helps our children to feel secure at school, and to develop a sense of wellbeing and achievement.
- The understanding that staff have knowledge of how children develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible space, facilities and equipment, both indoors and outdoors, including the effective use of ICT;
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents.

5. Assessment

Within the first 2 weeks that a child **starts nursery**, staff observe them in their play and complete a Baseline Assessment.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At Riverside Primary School and Nursery, 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

analyse and review what they know about each child's development and learning, and then make informed decisions about supporting the child's progress. This enables them to plan the next steps for individuals and groups of children by providing challenging but achievable activities and experiences to extend the children's learning. All practitioners who interact with the child contribute to the assessment process. Staff review the tracking data termly with the Headteacher and monitor rates of progress and identify strategies that address teaching and learning priorities and next steps.

Formative Assessment: This assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of information from parents, anecdotal and focused narrative observations, other targeted assessments, annotated examples of work and photographs. The Foundation Stage plans for observational assessment when undertaking short term planning.

Summative Assessment: The Foundation Stage uses the 'Development Matters in the Early Years Foundation Stage' non-statutory guidance to summarise and record evidence from formative assessments. This is shared with parents. At the end of the Reception year the assessments are then entered onto the Electronic Profile.

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. Reception teachers pass the end of EYFS data and information on to the Year 1 teachers in July each year.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Young children need to develop relationships to support their emotional well-being and learning. A key worker approach provides the child with a special adult to enable him/her to develop a secure attachment, the opportunity for the practitioner to develop a supportive relationship with the parents/carers and share the child's progress and development. Every child in the EYFS has a named key person. The key person also helps families to engage with more specialist support, if appropriate.

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.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by, for example by talking to children about:

- The effects of eating too many sweet things.
- The importance of brushing your teeth.
- The importance of washing.
- The importance of sleep.
- The importance of exercise.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed by the EYFS Leader and approved by the Headteacher every two years.

At every review, the policy will be shared with the link EYFS governor.

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 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 Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding Policy
Procedure for dealing with concerns and complaints	See complaints policy
Procedure for dealing with intimate care	See intimate care policy