



**HALLMOOR  
SCHOOL**

## *Early Years Foundation Stage (EYFS) policy*

### *Hallmoor School*

<b>Date of Adoption:</b>	
<b>Reviewed date:</b>	March 2022

Chair's name and signature : \_\_\_\_\_

Date : \_\_\_\_\_

## 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](#).

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. At Hallmoor this covers the Reception year group.

## 4. Curriculum

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

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

Pupils within the EYFS follow the curriculum pathway based on their individual need these are:

- Pre-formal Pathway
- Semi-formal Pathway
- Formal Pathway

These curriculums are centered on the guiding principles of the EYFS framework and focus on core skills such as; interaction and communication, self-help and independence and physical development skills.

#### 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 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. Providing the children with a broad curriculum, allowing them to strengthen and apply the prime areas of learning, which is particularly important in developing language and extending vocabulary, through each child's preferred method of communication. As our learners have a recognised 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, allowing children to learn by leading their own play and by engaging in play facilitated by an adult, guiding their development through warm, positive interaction. Staff must reflect on the different rates at which each child learns and adapt their practice appropriately.

As children grow older, and as their development allows, the balance gradually shifts towards increasing adult-led activities to help children prepare for more formal learning, ready for year 1.

For pupils who are working at early stages of development, they work on cross-curricular skills and knowledge that underpin all subjects. The planned curriculum topics provide a theme/context for multi-sensory delivery. Pupils work cross-curricular priority areas of learning often including the outcomes identified in their EHCP which are reviewed annually. The planned topics enable pupil's to access a wide range of creative and exciting planned activities to extend and build on known interests and motivation. The curriculum themes also enable repetition to sustain each pupil's achievements. There is an intensive focus on all aspects of communication and personal outcomes and engagement through the themes.

The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by a variety of different organisations, assemblies and celebrations.

## 5. Assessment

At Hallmoor 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. Achievement and progress of pupils in EYFS working through the Development Matters is monitored through small-steps achievement embedded within our assessment pathway and illustrated both numerically and visually to show the breadth of achievement in each strand and to highlight any strengths or areas of difficulty. Analysis and identification of what constitutes 'good and better' progress for these pupils from various starting points is undertaken. In addition, lateral progress is evidenced for pupils with the highest level of difficulty and contributes towards the acknowledgment of small-steps progress aiming to be in line with or exceeding national expectations over time. The Engagement Profile and Pre-Formal Assessment Pathway are used together to assess these pupils.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) which is stored in the National Pupil Database (NPD).

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.

## 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.

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

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

As those working in the early years sector will be aware, the Early Years Foundation Stage (EYFS) framework requires providers to take all necessary steps to keep children safe and well – and providers must be confident that those responsible for preparing and handling food in their setting are competent to do so.

This includes preparing food hygienically, providing meals that are healthy, balanced and nutritious, as well as making sure that food is prepared appropriately for babies and children of different ages, for example mashed, pureed or cut into appropriately sized and shaped pieces where it could be a choking hazard. The EYFS learning and development requirements also state that children must be helped to make healthy choices in relation to food.

Learners have access to healthy snacks throughout the school day, learners also have access to water and visual aids are displayed around the classrooms to support pupils to make requests for snacks and drinks. At meal times, pupils are offered a balanced meal.

We follow statutory guidance for safety around supervised tooth brushing to promote good oral health, as well as good health in general.

At least 1 person with a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies children on outings off site. The PFA training is renewed every 3 years and a list of staff with a current PFA certificate is on display.

Children within EYFS are taught by qualified teachers and teaching assistants have a level 2 qualification or higher. Staffing arrangements meet the needs of all children and ensure their safety.

Hallmoor School is committed to always ensuring the safeguarding of children. We are aware that casual or inappropriate use of mobile phones could pose a risk to children.

At Hallmoor School:

- Personally owned mobile phones are not used when in the presence of children.
- Staff and visitors may only use their mobile phones in agreed allocated areas and where no children are present. Mobile phone use is explained to visitors upon entering the school and posters are displayed.
- Photographs and recordings must only be stored on school devices and only school equipment is used to photograph, record or video children.
- Parental permission is obtained before children are photographed and/or recorded.
- Personal mobile phones are kept securely away from children.

## 8. Risk Assessments

All reasonable steps are taken to ensure staff and children in our care are not exposed to risks. Written risk assessments are completed for the environment and resources that may pose a risk, these are shared with all staff, and are reviewed on a regular basis.

Educational Visits – Risk assessments are carried out to identify any potential risks or hazards, child to adult ratios are included in this.

## 9. Outdoor Provision

### Why?

Learning through outdoor play is crucial to children's development for the following reasons:

- It ensures young children are active and have a healthy heart
- It provides opportunity for the development of gross motor skills
- It provides space for the 'dynamic' expression of emotion, personality and feelings
- It extends learning opportunities beyond those possible in a confined space
- It provides for the different learning styles of girls and boys
- Ample experience in running, climbing and balancing is necessary if children are to learn to read and write successfully
- Growth and development of body and brain are inseparable
- Outside is where children most want to be

### What?

Outdoor learning at Hallmoor School is planned to meet the diverse needs of all children so that all will achieve. There are opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.

'Child initiated' play where children are able to choose whether to use activities inside or outside, is offered at every possible opportunity. The outdoor space offers experience in all areas of learning.

### How and When?

Outdoor activities are planned for on a daily basis building on the Early Years curriculum cycle of observe- assess and then plan to meet the needs of the children.

A timetable is set up for staff to follow when working with groups of children outside.

Staff always consider safety and risk whenever they have children in their care, whether inside or outside. The following measures are taken to ensure children's safety outside. All checks are to be carried out on a daily basis and reports are to be shared with Primary Phase Lead.

### Safety Checks:-

- Wood is checked for splinters
- The ground is checked for glass, litter or animal faeces
- Equipment is checked to make sure it is clean and has no pieces jutting out at child level
- Gates are checked to ensure they are secured.

### Rules: -

Children are taught rules for using equipment and are reminded of these rules daily:

- Always behave in a sensible way – no pushing or pulling each other
- Use the equipment correctly and put it away when you have finished with it
- Wear appropriate footwear on the climbing equipment

### **Who?**

Each member of staff is active and involved in the interests of children outdoors. Their input is to:

- Play alongside the children in all areas
- Support and extend children's learning rather than supervising
- Encourage children to explore all areas of learning through the outside area
- Encourage children to play co-operatively
- Encourage children to take responsibility for selecting and returning apparatus
- Develop children's language
- Encourage children to make props to extend imaginary play
- Exploit learning within the children's choice of activity
- Encourage children to consider the needs of others
- Take responsibility for an area of the outdoor environment EACH, keep it safe, check for quantity and safety of resources and share any concerns with the EYFS lead.

Primary Phase Leader will:

- Monitor planning to ensure continuity of outdoor learning,
- Provide staff with advice and training to support outdoor learning
- Observe 'play' in the outdoor environment and provide feedback to staff

### **10. Monitoring arrangements**

The Primary Phase Leader is responsible for the monitoring of this policy. This policy will be reviewed every 2 years. At every review, the policy will be shared with the Local Academy Council.

## 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 Medication and Associated Procedures Policy
Emergency evacuation procedure	See Fire Procedures and 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