



Bottesford Infants EYFS Policy



Approved by:

Miss R Busby – Headteacher

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

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

EYFS Statutory Framework for Group and School Based Providers 2024

1. Aims

This policy aims to ensure:

- That EYFS 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/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 2024.

3. Introduction



Every child deserves the best chance in life and that begins with us. The ethos of our school is built around *'tall oaks from little acorns grow'* and so our children grow in confidence, develop their independence and have real opportunities to flourish and reach their full potential.

We pride ourselves in developing children academically, physically, emotionally and socially by providing excellent opportunities to learn. We develop in pupils a love of learning that is exciting, challenging and motivating through an innovative curriculum. Children learn primarily from real life experiences, so we encourage them to explore, play and apply their thinking in many different ways.

The Early Years Foundation Stage (EYFS) extends from birth to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five, although compulsory schooling does not begin until the start of the term after a child's fifth birthday.

Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community.

The early years education we offer our children is based on the 'Overarching Principles' from the EYFS Statutory Framework:

Four guiding principles should shape practice in early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.18). The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

EYFS Statutory Framework for Group and School Based Providers 2024

4. How do our children learn in the EYFS?

‘The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.’

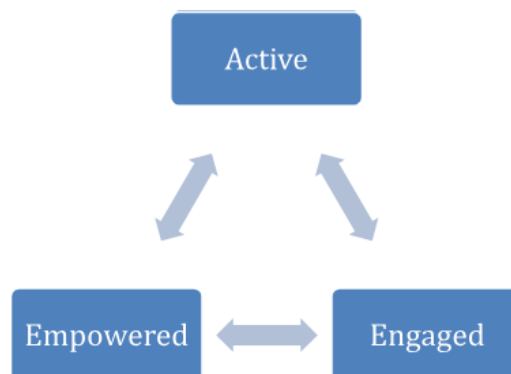
EYFS Statutory Framework for Group and School Based Providers 2024

Our school values underpin all learning in our school:

Working together
Enjoyment

Communication
Achievement
Respect
Empowered

We ensure that learning is active, engaging and empowering as this will develop life-long learners. We implement this through a range of strategies:



We teach much of the curriculum through Project Based Learning (PBL). In project based learning, children go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for child 'voice and choice', rigorous projects are carefully

planned, managed, and assessed to help children learn key academic content, practice 21st Century Skills (such as collaboration, communication and critical thinking), and create high-quality, authentic products and presentations. Children have opportunities to share their learning with each other, their families and the wider public through school-based and external exhibitions, performances, and competitions. Children will learn through three projects during their reception year.

We also teach children through an immersive learning environment. This places learners in a multi-sensory stimulated environment that they can experience as if it were real! Learners' engagement and inspiration are secured by the contextual nature of the learning. Children will have three immersive environments during their reception year.

Challenge based learning is a teaching approach that we use to raise engagement and accelerate progress. It enables our children to take ownership of their learning. This approach also provides a real purpose for learning, engaging the children by providing a stimulus for child-led problem solving.

Children will learn through planned, purposeful play and through a mix of adult-led and child-initiated activities. After an adult-led activity, children have plentiful opportunities to practise and apply new knowledge and skills through planned play experiences. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. We make on-going judgments about the balance between activities led by children, and activities led or guided by adults. We aim to 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, in Year 1 and beyond. We recognise the importance and value of outdoor learning. Our outdoor area is open during all free-flow sessions. We know that regular, physical outdoor activity is key to ensuring that children achieve a good level of development. We are proud of our outdoor area and the resources it offers. Children are encouraged to use the outdoor area in all weather conditions.

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. 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:

1. Communication and language
2. Physical development
3. Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Educational Programmes

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities.

We have created an EYFS curriculum, bespoke to our school, which includes these educational programmes. Our Long Term Plan strategically sets out what will be covered in each term.

Children have a daily phonics lesson; we start this on their very first week in school in September. We use the Read Write Inc. programme; children learn how to read and write sounds before learning how to read and spell words. The programme teaches them 'to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling'. Children are assessed half-termly by our Reading Leader so we can ensure children are put into phonics groups matching their 'challenge points'.

Children also have a daily mental maths session; this helps children 'develop problem-solving skills that promote faster calculations. It also allows children to see the relationship between numbers and the patterns they make'. We work on recognising and writing numbers, counting, number facts and calculations.

As part of our PSHE curriculum, children have a weekly Jigsaw PSHE lesson. This is used throughout our school and learning is progressive in each year group. Jigsaw PSHE develops 'emotional literacy, social skills and mental health alongside building subject knowledge', it enables children to 'apply what they learn to their own worlds, learn well and become compassionate human beings with agency to contribute to their communities and society'. We also follow the Lincolnshire syllabus for the teaching of RE.

Children who attend our breakfast club 'Little Acorns' also have access to activities linking to the EYFS educational programmes.

Self-Regulation and Executive Functioning

We recognise that Self-Regulation and Executive Functioning are key features of effective practice in the early years.

'Executive function includes the child's ability to: hold information in mind, focus their attention, think flexibly, inhibit impulsive behaviour.

These abilities contribute to the child's growing ability to self-regulate: concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want – bounce back when things get difficult.'

Development Matters (2023)

Our EYFS curriculum and pedagogical approaches benefit children's self-regulation and executive functioning; we know this is important in promoting successful learning.

6. Planning

In planning and guiding children's activities, we reflect on the different ways those children learn and we reflect these in our practice. Three characteristics of effective teaching and learning of the EYFS are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

As well as our long term plan, our staff create medium term plans for each half-term and short term plans for each week.

Our staff plan activities and experiences for children that enable children to develop and learn effectively. 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.

7. The adult's role in EYFS

We use Ofsted's definition of teaching to describe the uniqueness of the adult's role and interactions with children in EYFS:

'Teaching should not be taken to imply a 'top down' or formal way of working.

It is a broad term which covers the many different ways in which adults help young children learn.

It includes:

- their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

It takes account of:

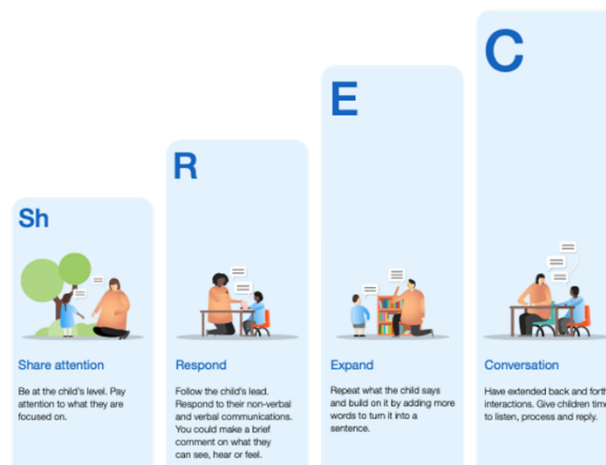
- the equipment they provide
- the attention to the physical environment
- the structure and routines of the day that establish expectations.

Integral to teaching is how practitioners:

- assess what children know, understand and can do
- take account of their interests and dispositions to learning (characteristics of effective learning)
- use this information to plan children's next steps in learning and monitor their progress.'

Ofsted framework 2019

We see every interaction with every child as a **'teachable moment'**. We use the ShREC approach to promote high quality interactions with all children:



8. Assessment

At Bottesford Infant School, 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 our school, staff will administer the Reception Baseline Assessment (RBA). The Reception Baseline Assessment is a statutory assessment. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

Ongoing assessment (formative) is happening all day every day in our EYFS classrooms. Staff members often choose to record their assessments on 'Focussed activity assessments sheets' or on a 'Assessment sheet for practical learning'. We also use Tapestry (an online learning journal) to document children's learning, achievements and special memories.

Summative assessment takes place at October half-term, February half-term and end of year (June) when we complete the EYFS Profile for each child.

When completing the EYFS profile pupils are assessed against the 17 early learning goals. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. 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. We indicate whether children

are meeting expected levels of development (EXS), or not yet reaching expected levels (WTS). Children who have reached 'expected' in all prime areas of learning and Literacy/Mathematics are judged to have reached a 'Good Level of Development' (GLD). We share the results of the Profile with parents/carers as part of the end of year report. This information is used, along with their 'Learning Journals', to inform the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1. This will support a seamless transition from reception to Year 1.

9. Working with parents/carers

We believe that all parents/carers have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents/carers about their child before their child starts in our school;
- doorstep visits by the teacher to all children in their home setting prior to their starting school;
- opportunities given to the children to spend time with their teacher before starting school;
- inviting all parents/carers to induction meetings during the term before their child starts school;
- inviting parents/carers and their children to early literacy and mathematics sessions to provide an insight into the sort of activities the children will be involved in during their time at school;
- offering parents/carers regular opportunities to talk about their child's progress in our reception classes;
- encouraging parents/carers to talk to the child's teacher if there are any concerns;
- having flexible admission arrangements and allowing time to discuss each child's circumstances;
- arranging for children to start school for mornings or afternoons only over the first few days so that the teacher can welcome the children into our school;
- encouraging parents/carers to stay if there are problems with the child's admission;
- providing an online learning journal that can be accessed at any time via the 'Tapestry' app or website;
- providing weekly homework so parents/carers can continue their learning at home
- weekly parent/carer briefings for updates and key dates
- termly celebration of learning newsletters
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents/carers;
- providing various activities that involve parents/carers, i.e. regular communication with parents daily at the beginning and end of each day and inviting parents/carers to curriculum evenings/afternoons in order to discuss the kind of work that the children are undertaking;
- a formal meeting for parents/carers each term at which their child's progress can be discussed with the teacher.
- parents/carers receive a report on their child's attainment and progress at the end of each school year (see above statement)
- invitations to Christmas concerts, exhibitions and other special events in school

We work with parents/carers to develop children's independent skills including dressing and toileting. For those children in the setting who are not yet toilet trained we follow our Intimate Care policy and may develop a personalised toileting plan.

10. Tapestry

We provide all children with an 'online learning journal' through the platform of 'Tapestry', which records observations, photos and videos; we also use the online learning journey system 'Tapestry' to record children's special memories in school. The observations we make are of new learning and WOW moments. Each child's learning journal is a document to record their

learning and development which parents can add comments on or contribute to with information of what they have been doing at home; in order for children to share this learning at home with their friends we plan for 'Tapestry Time' where we share observations and comments from home with the class. At the end of the year parents and carers will receive a copy of this learning journal electronically.

11. Trips and Visitors

We enhance our curriculum with various visitors and trips across the reception year. Visitors include sportspeople, the local Reverend and a local dentist. Trips include walks to the local church, library and a WOW trip linked to the Summer term project.

For school visits that require travel, we ask for written parental permission for children to take part in outings. For local walks within the locality, parents are asked to sign permission for this as part of the Home-School Agreement document that is published each September and also given to new starters on admission. We assess the risks or hazards which may arise for the children, and identify the steps to be taken to remove, minimise and manage those risks and hazards in line with the whole school risk assessment policy. The assessment includes consideration of adult to child ratios. We complete risk assessments for every trip outside of school. We ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

12. Food and drink

Before a child is admitted to the setting we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. This information is kept on their record and all relevant staff are made aware; children with dietary needs or food allergies have their photos displayed in the school's kitchen.

We provide children with a healthy, balanced and nutritious snack and drink every day (fruit, vegetables, milk and/or water).

All children are encouraged to bring a water bottle to school daily; they have access to these bottles throughout the day and are taught the importance of staying hydrated. Fresh water is provided to fill up bottles.

During lunchtimes, children have access to a wide range of lunch choices including jacket potatoes, sandwiches and hot options. At this time, children drink from open cups.

Children who attend our breakfast club 'Little Acorns' have access to a healthy breakfast each morning. This includes cereal, fresh fruit, yoghurts and toast. Milk/water is available to all.

13. Transition

'When transitions in the early years are managed sensitively it lays the foundations for positive feelings towards the many other transitions children will face through life.'

Birth to 5 Matters

We recognise that our children will have two transition points during their time in EYFS with us; firstly, they will transition into our school from home or a local preschool/nursery. At the end of their reception year, they will transition into Year 1 and the Key Stage 1 (KS1) curriculum. We work hard to ensure these transitions are as seamless and smooth as possible.

We support the transition into our school by:

- holding numerous open events before the school application cycle closes; this allows us to start getting to know families and children up to 12 months before they start with us

- having professional dialogue with local preschools and nurseries throughout the year before they start at our school
- attending meetings at local preschools and nurseries
- having a 'New Starters' page on our website for all new families and children
- partaking in doorstep visits for every child starting at our school to have one on one time and answer any questions
- providing each child with a transition book with important photographs
- hosting numerous parent/carer meetings
- attending the local 'Let's get ready for school' event
- holding many transition events during the Summer term to give our new children the opportunity to get to know their new teachers, support staff, classrooms and peers
- having part time sessions for the first few days in September

We support the transition into KS1 by:

- 'transition' days in school where children spend the whole day in their new classroom with their new teaching team
- providing each child with a transition book with important photographs
- talking to the children about transitions and change in our Summer B PSHE puzzle 'Changing Me'
- professional dialogue with Year 1 staff so they know the children well including their strengths and their next steps
- providing the staff with EYFS Profile assessment results
- holding open afternoons where parents/carers can visit their new classroom and meet their new teaching team

14. Safeguarding and Welfare Requirements

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 comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have a school Risk Assessment policy with clear procedures for assessing any risks to children's safety, and the school reviews risk assessments regularly. In addition to this the EYFS has an additional set of risk assessments for the setting. These risk assessments identify aspects of the environment that need to be checked daily, when and by whom those aspects have been checked, and how any risks have been removed or minimised. In addition, other written risk assessments will be carried out for trips away from the school grounds.

We have at least one person with a current paediatric first aid (PFA) certificate in the EYFS and available at all times when children are present, including at Breakfast Club and on outings. This PFA certificate is renewed every 3 years as required. First Aid kits are available in every EYFS classroom, as well as in the Outdoor area and Medical Room.

We promote good oral health, as well as good health in general, in the early years throughout our PSHE and PESSPA curriculum, for example we teach and talk to children about:

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

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy and supporting pupils with medical conditions and first aid policy.

15. Inclusion in the EYFS

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

In the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups and of those from diverse linguistic backgrounds. Our EYFS curriculum can be modified for all learners.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and providing support (such as implementing speech therapy programmes, bi-lingual support, support to develop fine motor control etc.) as necessary.

14. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Lead every 2 years. At every review, the policy will be shared with the governing board.

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 and promoting the welfare of children child protection policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions and first aid policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding and promoting the welfare of children child protection policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding and promoting the welfare of children child protection policy
Procedure for dealing with concerns and complaints	See complaints procedure policy