



## Policy for:



		Date	Change Log	
<b>Reviewed by:</b>	Ellie Green	Nov 2024	No Changes	
<b>Authorised by:</b>	C&P	Spring 2025		
<b>Date for next review:</b> (or earlier should legislation require it)	Autumn 2027			



## Our Christian Vision & Values

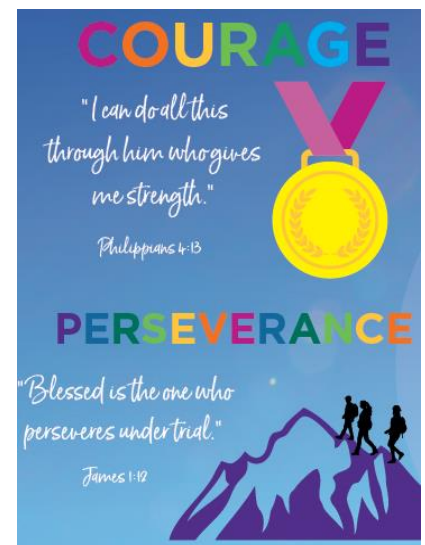
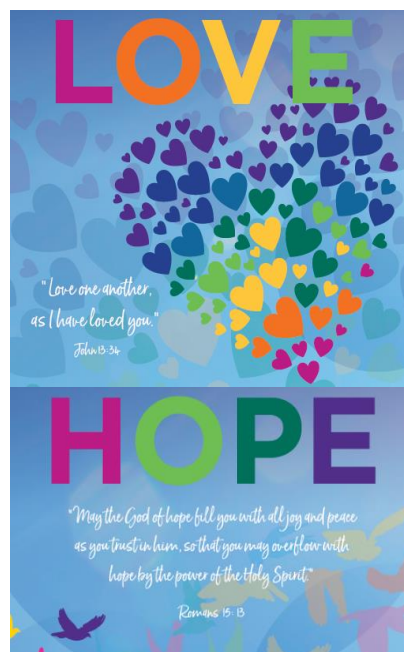


### Our Christian vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

*'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'* 'Let your light shine' Matthew 5:16

### Our core Christian values allow us to deliver the Christian vision:





## EYFS Policy

### 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

### Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2024.

### Structure of the EYFS

Children can start with us in Nursery the term after they turn 3, if spaces are available. If we become full the school admissions policy will be used to allocate places. The main intake is in September. Places are daily and are morning (8:30-11:30), afternoon (12:15-3:15) or all-day (8:30-3:15). All day places extend beyond the 30-hour provision, therefore there is a charge for the additional 45 mins over lunchtime. This is charged at £4 per day. If you are not entitled to 30-hour provision, you have the option to pay for the additional 15 hours. The charge for this is £20 per session.

The nursery has a qualified teacher and an early years support worker and may have additional support staff depending on need.

Our Reception is two form entry and has two qualified teachers and two supporting teaching assistants. The classes are Ladybirds and Bumblebees, and they work in one large setting with separate teaching spaces.

There is a large outdoor area that is shared between nursery and reception.

### 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 interconnected. 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

## Planning

Our long-term plan outlines our curriculum, our plan of what the children will experience. Our intent is to give every child a broad and balanced curriculum based on their needs, interests, and experiences, as well as to provide children with new, exciting experiences and learning opportunities.

We follow the Early Years Statutory Framework, provided by the Department for Education (DFE). The framework sets out the requirement for learning and development within the EYFS and focuses on prime and specific areas. Our long-term plan outlines what the children will experience in these areas. The younger children focus strongly on the prime areas.

Our goal is to build upon the children's creative and critical thinking skills to provide them with the knowledge and skills for later life. We aim to build an environment where children feel safe, valued, and cared for and want to learn and thrive.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with the SENCO, inclusion manager and relevant services from other agencies, where appropriate.

Staff also take into account the different ways that children learn, individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience.

## Teaching

We adopt an educational approach that aims to bring together the best methodologies with a balance of child-initiated and adult-led learning, with continuous provision and activities we continually develop to create an enabling environment that meets the emerging needs and interests of our children.

Each day we carefully think about and decide the best way to teach and present learning and activities to the children to enable them to make progress.

Our communication friendly classroom, the resources in the enabling environment, enhancements to the provision, group work, individual activities, challenges, invitations to play and warm, positive interactions during play are all designed to support the children's development.

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

At our 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 carers.

Teachers share observations with parents by emailing a sample using the platform Evidence Me, they do this each term. In the Summer term parents are provided with a written report that is a summary of the child's development and whether they are reaching age related expectations (ARE). Parents will have been informed through meetings about where the children may not yet be meeting ARE and any areas in which additional support is needed. This will include whether the child has met ARE for the Wellcomm assessment and any areas they are working on. The wellcomm assessment is carried out on every child in nursery in the Autumn term and any children in Reception who do not have an assessment or are not yet reaching ARE.

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 carers. The results of the profile are shared with parents and 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.

### **Working with parents and carers**

We recognise that children learn and develop well when there's a strong partnership between staff and parents and carers. We hope this relationship begins at induction and continues to build through various forms of communication throughout the year, such as emails and newsletters in nursery, Google classroom in Reception, workshops, open events and everyday communications at drop-off and pick up.

Parents and carers are kept up to date with their child's progress and development in the ways outlined above in assessment. The feedback about progress and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

It is a requirement that early years children are assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. In nursery the children are put into one of two groups, Green Turtles or Blue Fish. The teacher and Early Years Support worker head up a group as the key person. However, both members of staff exchange information and aim to get to know all of the children and their families well.

In Reception children are either in Bumblebees or Ladybirds. Their key person is their teacher and the TA's support the teachers in their key person role. The key person supports parents and carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

### **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 adults who care 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:

- For Nursery:

- o We have staff with Qualified Teacher Status, so we have at least 1 member of staff for every 13 children
- o Where a qualified teacher is not working directly with the children, we have at least 1 member of staff for every 8 children

- For Reception:

- o 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 ensuring this is covered in our curriculum and we talk to the children about:

- The importance of a healthy diet
- The importance of being active

- The importance of personal hygiene and brushing your teeth

We follow Public Health England guidance to ensure messages are evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

### **Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Leader every two 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 in school policies?
<b>Safeguarding policy and procedures</b>	See child protection and safeguarding policy
<b>Procedure for responding to illness</b>	See School Website
<b>Administering medicines policy</b>	See Supporting pupils with medical conditions policy
<b>Emergency evacuation procedure</b>	See Fire Evacuation policy
<b>Procedure for checking the identity of visitors</b>	Visitor Policy & Security Policy and Procedures
<b>Procedures for a parent failing to collect a child and for missing children</b>	See child protection and safeguarding policy Start and End of Day Procedures
<b>Procedure for dealing with concerns and complaints</b>	See School complaints policy

### Relevant School Policies

The following policies can be found on the school website: [www.woodstock.oxon.sch.uk](http://www.woodstock.oxon.sch.uk)

Acceptable User Policy	Personal Care Policy
Accessibility Plan	Policy for Admission to Local Authority
Admissions Statement	Nursery Schools
Anti-Bullying Policy	Designated teacher for looked after and
Behaviour Policy	previously looked-after children
British Values	Positive Handling Policy
Charging and Remissions Policy	Policy for Relationships & Sex Education,
Child Protection and Safeguarding Policy	including Health Education
Children We Care for Policy	Safer Recruitment Policy
School Complaints Policy	Security Policy and Procedures
Confidentiality Policy	SEND Policy
Curriculum Policy	Spiritual, Moral, Social & Cultural
Single Equality Policy & Plan	Development Policy
Educational Visits Policy	Social Media Policy
Freedom of Information Publication	Supporting Children with Medical
Scheme	Conditions
First Aid Policy	Start and End of Day Procedures
GDPR and Data Protection Policy	School Uniform Policy
International Policy	Visitor policy
Mental Health and Well-being Policy	Volunteers Policy
Mobile device and camera use	
Online Safety Policy	