

# **Tollgate Primary School**



## **Early Years Foundation Stage (EYFS) policy 2022 - 2023**

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## 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) that applies from September 2021. This document also complies with our funding agreement and articles of association.

## Structure of the EYFS

At Tollgate we have a one form Nursery which holds a capacity of 39 children at any given time. Nursery will intake children from three years old until they leave for Reception. Nursery will have both morning and afternoon session that have a duration of three hours. The morning session runs from 8:30am until 11:30am and the afternoon session runs from 12:15pm until 15:15pm. There is also funding available for some children to receive thirty funded entitled hours of schooling with a forty five minute lunch in between sessions. For more information on who is eligible and to apply please visit our website.

Reception, for four to five year olds, is two form entry with two classes of thirty. The school day runs from 8:40am until 15:00pm following the structure of a normal school day with break times and lunch times throughout the day.

## Curriculum

At Tollgate Primary School we run a mastery curriculum. This means that all curriculum areas are a progressive model where pupils build on previous learning through their knowledge and application of clear and concise goals. 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

## Planning

Tollgate 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. 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. Planning is reviewed by the curriculum lead and feedback is provided to ensure that children develop a deep and secure knowledge of key components. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## 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.

Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. It gives them contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness. The outdoor environment is particularly important to those children who learn best through active movement. Children are able to flow freely between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

## Assessment

At Tollgate, 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.

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/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally and in partnership with other Boleyn Trust schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 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 in Nursery 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.

## **Safeguarding**

Safeguarding children, ensuring that they keep safe and well, is of paramount importance and at the heart of everything that we do. All Tollgate staff must be aware of the Safeguarding and Child Protection procedures and report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Children enjoy daily fruit/vegetables and are encouraged to drink water throughout the day. We promote good oral health, as well as good health in general, in the early years by supporting our parents with the necessary information. The Tollgate Community Hub has also made available resources which offer parents/carers support on reducing the consumption of food and drink. As a healthy school, we ensure that food and drink containing sugars are avoided. A visiting dental nurse also supports the class teachers in providing information on the effects of eating too many sweet things, the importance of brushing your teeth.

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

## **Use of Mobile Phones and Cameras**

Children have their photographs taken to provide evidence of their achievements for their learning journals and for the school website and social media pages. Each class have iPads which are used to take photographs. Staff are not permitted to use their own mobile phones to take or record any images of children. Tollgate seek parental consent to take and share photographs of children. Photographs are stored on the school's hard drive and all computers are password protected. Cameras and mobile phones are prohibited in all toilet and changing areas.