Livingstone Primary and Nursery School
Early Years Foundation Stage Policy

Early Years Foundation Stage Policy	
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Contents

Introduction 2
The EYFS Legal Framework 2
Roles and responsibilities 2
The Learning and Development Requirement 4
Assessment Arrangements 5
Supervision 6
Monitoring and Evaluation 6
Appendix A – Supervision 6
The functions of supervision 6
Supervision methods 6
The frequency of supervision 7
Supervision records 7
Confidentiality and access 7

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Introduction

The Early Years Foundation Stage (EYFS) at Livingstone Primary and Nursery School comprises of a Reception class of up to thirty children and a Nursery class of up to thirty-nine full-time equivalent places. The Nursery Resource Provision, which admits up to 12 children in two daily sessions, is located alongside the mainstream Nursery and, for part of each session, the EYFS operates as an integrated Unit. The unit is, herein, known as the Early Years Provision.

Children are usually admitted to the Nursery at the beginning of the term following their third birthday. The Nursery offers 15 hours Nursery provision – either five mornings or five afternoons per week. Additional paid Nursery sessions are offered to children who are well settled in school. The Nursery Resource Provision also provides 15 hours Nursery provision – either five mornings or five afternoons per week: additional paid sessions are not provided for Nursery Resource Provision children.

The School also offers the 'Nursery 30-hour' provision for working parents and carers. Government criteria apply and the School Nursery Admissions Policy provides full details of how this provision is implemented. There is no 30-hour provision for Nursery Resource Provision children.

The Early Years Provision is led by the Head Teacher and managed by the EYFS Co-Ordinators. All classes are taught by qualified teachers and supported by two Nursery Nurses as well as a team of Teaching Assistants (Level 2 or above).

The EYFS Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2023) 'Working Together to Safeguard Children 2023'

Roles and responsibilities

The EYFS leads will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

The key person will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:

  - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
  - The DfE's current 'Early years foundation stage profile handbook'
  - The Livingstone outcomes and end points for EYFS.
- Using formative and summative assessments to assess, monitor and report on children's progress and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

The Learning and Development Requirement

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework' and the Livingstone outcomes document with the children's end points for Nursery and Reception.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Prime areas – defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

- Communication and language
- Physical development
- Personal, social, and emotional development

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

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

The school plans and provides educational programmes that involves activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

Assessment Arrangements

Nursery children are assessed primarily through observations and evidence of their learning journey is gathered on an online profile. A range of video or photographic material are collated which reflect children's individual learning and progress. Reception children are also assessed primarily through observations, running records and online profiles. These 'online profiles' are shared with parents and carers at the end of the year along with the written report or at other times as requested. Termly consultations also take place to inform parents about progress and development.

Nursery children are tracked termly via an internal Excel spreadsheet indicating whether they are on track for their age and stage of development. Pupil progress is monitored by the Senior Management Team.

Reception children are assessed for Communication and language, Literacy and Mathematics via the Reception Baseline early in the Autumn Term. Children are then tracked termly using a similar electronic spreadsheet to that of the Nursery. The EYFS e-Profile is completed in the summer term to record the learning achievements of all Reception children over the course of the year. A 'good level of development' or 'GLD' is awarded where children meet the expectations for all the prime areas of learning together with Literacy and Mathematics. This e-Profile data is submitted to the Local Authority towards the end of the school year: the data is then analysed and presented in both the school's Self-Evaluation Form and Attainment Review.

Supervision

Supervision provides staff with support, coaching and training, and promotes the interests of children. Through supervision, we aim to develop a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. See Appendix A)

Monitoring and Evaluation

The day-to-day monitoring of this Policy is the responsibility of the Headteacher, the Deputy Headteacher and the EYFS Co-Ordinator.

The SMT will report any changes in the EYFS Curriculum to the Curriculum Committee.

Appendix A – Supervision

The functions of supervision

This function is to:

- ensure that the work for which the supervisee may be held accountable is carried out to a satisfactory standard.
- encourage and assist staff in reflecting on their own performance and to identify their own learning and development needs.
- provide support for staff to carry out their role.
- ensure that the relationship between the supervisee, their team, the organisation and other agencies with whom they work are effective.

Supervision methods

One-to-one supervision
One-to-one supervision takes place in private at a pre-arranged time with an agreed agenda and suitable preparation on behalf of both parties and is linked to staff appraisal.

Group supervision
This involves a group of staff, who are all involved in the same task, meeting with a supervisor to discuss issues about their work or the way they work together as a team. This will be carried out in the context of a regular team meeting.

The frequency of supervision

Staff in direct contact with children should be supervised at no less than 8 weekly intervals (once every half term).
Disciplinary measures include a potential increase in formal supervision.

Supervision records

The detail included in the supervision is minuted by the supervisor.
Records should clearly detail:

- Any decisions made
- The reasons for those decisions
- The agreed actions

Confidentiality and access

Supervision is a private but not confidential process. This means that the records are the property of the school and not the individual.
From time-to-time, supervisors will discuss the content of supervision sessions with others, such as their own line manager. The employee being discussed will be informed of this.
Access to supervision records will be controlled and all records will be securely stored on Office 365 Teams.