



**Non-Statutory**

# **EYFS Policy Including the Role of Key Workers**

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life
- Children have at least one deep and meaningful interaction with an adult a day
- Quality and consistency in teaching and learning are present so that every child makes good progress and no child gets left behind.
- A close working relationship between staff and parents and/or carers is developed during time in EYFS
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Children are provided an enriching experience from OG's EYFS curriculum through the seven areas of learning and the three characteristics of learning

## **Legislation**

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) – last updated 19<sup>th</sup> January 2024.

## **Structure of the EYFS**

In our EYFS, children are able to join our Little Owls Nursery from the age of 2 and our Eagle Owls Preschool from the term after their third birthday. We accept funded children for both Nursery and Preschool and from the term after a child's third birthday all children are entitled to 15 hours free, which can be taken flexibly over both mornings and afternoons. We also accept children who are entitled to the 30 hours funding, though we do charge a small fee to cover lunchtimes. The children enter full-time education in Reception the September after they turn 4. Please note, this can be deferred if a child is born in the Summer Term. Parents have to make a request to county who then make the decision as to whether to authorise this. If agreed, the children will start Reception the September after they turn 5.

## **Curriculum**

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework.

Through this, we have created our own 'I can...' statements to show the process in each area of learning in EYFS. Furthermore, we have our exclusive '10 promises' in which we guarantee that each of our children can access a part of learning formed through our cultural capital.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 (C&L)
- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)

The Prime Areas are strengthened and applied through 4 Specific Areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

Running alongside these areas are also the Characteristics of Effective Learning. These are *HOW* a child learns and are important in ensuring that each child reaches their full potential.

The Characteristics of Effective Learning are:

- Playing and Exploring
- Active Learning
- Creative and Critical Thinking.

## **Planning**

Class Teachers plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three Prime Areas.

Staff also consider 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

In all areas of EYFS there is an expectation that ongoing provision is planned carefully to meet the children's needs and interests. Activities must be planned that are interesting and relevant and are carefully thought about to support the children's ability to learn through play.

Little Owls Nursery – The expectation for this area is that staff will plan activities that are strongly linked to their key group's interests and their next steps, to ensure the children reach their full potential. There will be a strong link to the Prime Areas, but Specific Areas will be addressed too. In particular a strong focus will be on C&L through interactions and Makaton, vocabulary, reading, pre-phonics, early number and the early stages of writing (mark-making).

Eagle Owls Preschool – Staff in this area are expected to plan themed weeks, based on the children's interests and individual needs as well as their overarching topic of the term. The planning will be exciting and innovative, with specific adult-led activities for adults to undertake with their key groups. A focus will be on C&L, PSED and PD, in order to increase a child's speaking, understanding, fine and gross motor skills, as well as, their understanding of feelings and others around them.

Reception (Tawny, Barn and Snowy) Owls – Planning in this area is more tailored for children of school age. Each week there will be an phonics, maths, WOW (which alternates between EAD, UTW and includes Jigsaw and Charanga lessons), reading, writing, continuous provision and an assembly. Although a good proportion of learning ins through our free flow activities, specific lessons will develop, build and grow as the children make progress throughout the year.

## Teaching

In Nursery and Preschool, 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. The ongoing provision is set up every morning to promote children's independent learning. This is true for both indoor and outdoor environments.

In Reception, children start the Autumn term with quick burst inputs of 15 minutes. As the year moves into the Summer term these inputs will move to 30-40 minutes, to prepare for more formal learning in Year 1. These lessons consist in; dough disco, phonics groups, maths, independent writing, talk through stories and WOW. As well as this, each child is exposed to many different learning opportunities during continuous provision, which support learning and progress. Children are given the opportunity to learn through play using carefully thought out activities, which support each of the 7 strands of EYFS.

## Assessment

At Oak Green 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.

In Little and Eagle Owls, most observations, assessments and evidence are carried out using Tapestry which is an online Learning Journal that allows parents to access and monitor their child's progress.

In Reception, we use Target Tracker as our assessment tool. This enables us to monitor progress and attainment throughout the year and has a lot of quick and efficient reports to use to enable us to identify trends or areas that need development. Informal assessments are done daily and then uploaded to Target Tracker. At the end of each half term, these assessments are studied and then the children are formally levelled.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/ or carers with a written summary of the child's development in the 3 Prime Areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 (ELGs), 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.

## **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.

During the Autumn Term we hold a parent's evening where we discuss how the children are settling and the parents and/or carers can air any concerns. We repeat this in the Spring Term, where we also explain how their child is doing. Finally, in the Summer Term we send out an End of Year Report which gives details of their end of year assessment.

## **The role of the Key Worker**

Within our EYFS we have many key workers and dependant on their location within the department, their role can vary. See below for the different roles and responsibilities.

Preschool/Nursery – Each key worker will have a key group they are responsible for. The key worker will be responsible for preparing and leading activities that will support their key group and achieve their full potential. Each key worker will also be responsible for ensuring that each child in their group has regular Tapestry updates and that their assessments and observations are accurate. The expectation is at least 3 observations per week will be done for each child. Key workers in Preschool and Nursery are also expected to develop relationships with the parents and carers of their children and ensure that parents are communicated with effectively. During the year, two parent's evenings will be held and an End of Year Report will be written for each child by the key worker.

Reception – In Reception each key worker is assigned to a class. They are responsible for supporting the class teacher with observing the children and recording observations on Tapestry. Throughout each day the key worker is also responsible for leading at least one adult initiated activity. Whilst their communication with parents may vary from Preschool and Nursery, it is still expected that they will build a relationship with the parents and communicate alongside the teachers. During lunchtimes, key workers in Reception support on the EYFS in the dining room and on the playground.

## **Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the Early Years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- How to eat healthily and the importance of exercise
- The importance of sleep

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

## 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	Child protection and safeguarding policy
Procedure for responding to illness	Health and safety policy
Administering medicines policy	Administering medicines policy
Emergency evacuation procedure	Critical Incident Policy
Procedure for children the identity of visitors	Child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Uncollected child procedures policy
Procedure for dealing with concerns and complaints	Complaints and resolutions policy