



Edinburgh Primary School

EYFS Policy

Agreed by governing body: January 2024

Next review date: January 2026

1. Aims

At Edinburgh Primary School we adhere to the statutory guidance stated in The Statutory Framework for the Early Years Foundation Stage implemented January 2024, and the four guiding principles that shape the practice in Early Years settings.

These include:

- Unique child – We recognise that every child is unique and is continually learning, resilient and capable, confident and self-assured.
- Positive Relationships – We recognise that children learn to be strong, secure and independent through positive relationships.
- Enabling Environments – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with SEND.

2: Legislation

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

3. Curriculum

According to the Statutory Framework 2024, good practice in relation to curriculum planning includes approaches that:

- consider the individual needs, interests, and development of each child in their care
- capitalise on children's interests in order to achieve learning outcomes
- stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions
- is informed by on-going assessment;
- grounded in the Early Years Foundation Stage (EYFS) framework 2024.

At Edinburgh Reception, we provide a broad, balanced curriculum. We want the children to develop a wide range of skills, knowledge and understanding. Children receive lessons in phonics, literacy, maths and topic, participating in adult led focus groups each week. In topic lessons, we develop skills, knowledge and understanding across a variety of areas including art/DT, music, geography, science and history. We also prioritise using drama and song as vehicles for developing self-awareness and emotional intelligence. Children become confident speakers, enthusiastic about

sharing their knowledge and ideas and not afraid to talk about how they are feeling. Adults continually model respectful behaviour to all, thereby creating a caring, thoughtful environment in which children can flourish. We prioritise the well-being of children and staff, teaching strategies to deal with difficult emotions, such as meditation and yoga.

We have a play-based approach to learning, recognising and valuing children's own interests and ideas. Our planning reflects our belief that all children, when supported and given opportunities, will blossom. We hold Family Friday sessions, encouraging parents to get involved with the school, and their child's learning and to promote reading for pleasure. Parents share their traditions and have a voice in creating the curriculum. We work as a community, valuing parental and child input and creating an inclusive and warm environment. All our staff are experienced and passionate about Early Years education, prioritising the well-being of all in the school community.

At Edinburgh Primary we look closely at the learning and consider the Characteristics of Effective Learning, raising awareness of different areas throughout the year.

The Characteristics of Effective Learning:

- Playing and Exploring-engagement
- Active Learning-motivation
- Creating and Thinking Critically-thinking.

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner. At the beginning of the year we focus intensely on encouraging the children to 'Have a go!', developing each child's identity as a learner. As children begin to try new things we shift focus to encouraging them to 'Keep on Trying', using a range of strategies to develop resilience and self-esteem. By recognising the value of and prioritising the CoEL, we are able to provide an environment in which children become highly motivated and enthusiastic learners, developing awareness of their own individual learning styles and interests.

Seven Areas of Learning and Development

The EYFS framework includes seven areas of learning and development. Three of the areas are seen as particularly important and are therefore called the 'prime areas'.

Prime Areas:

Personal, Social and Emotional Development: Self-Regulation, Managing Self, Building Relationships.

Communication and Language Development: Listening, Attention and Understanding, Speaking.

Physical Development: Gross Motor Skills, Fine Motor Skills.

Specific Areas:

The following four areas include essential skills and knowledge for children to participate successfully in society:

Literacy: Comprehension, Word Reading, Writing.

Mathematics: Number. Numerical Patterns

Understanding the World: Past and Present, People, Culture & Communities, The Natural World.

Expressive Arts and Design: Creating with materials, Being Imaginative and Expressive.

3. Continuous Provision

- a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the EY curriculum.
- an environment that facilitates independence, curiosity and hands on play-based learning.
- that Continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- staff enhance Continuous Provision through careful intervention.
- carefully chosen and organised high-quality resources and experiences that are constantly available for children to access independently across every area of their learning.

4. Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day.

When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing, including waterproofs that the school provides
- Teaching children to use the climbing frame safely
- Extending the learning in the classroom – so that all curriculum areas are covered
- Health and wellbeing (PSED), understanding nature and growing opportunities
- Opportunities for all
- Utilising our own nature garden.

5. Welfare and Safeguarding

'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 the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance (2024) Section 3

We comply with legislation and have 1 teacher per 30 pupils. Our reception class also has a dedicated teaching assistant who is trained in paediatric first aid.

- Free school lunch is available to children
- Children enjoy daily fruit and are encouraged to drink water throughout the day
- Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- Transition is carefully planned for the children from Reception to Year 1 (see separate section on transition)
- A reception risk assessment is in place to review the health and safety arrangements on a regular basis.
- All adults working with children are DBS checked and suitable.
- Schools Safeguarding policy includes, Action to be taken when there are safeguarding concerns about a child. Action to be taken in the event of an allegation being made against the member of staff.
- How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting. (Tapestry).
- 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 talking to children about:

- 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 school's child protection and safeguarding policy.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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.

Parents evenings are held every term. Progress reports are given out every term.

Family Friday sessions are held every Friday, encouraging parents to get involved with the school, and their child's learning and to promote reading for pleasure. Parents share their traditions and have a voice in creating the curriculum. We work as a community, valuing parental and child input and creating an inclusive and warm environment.

Transition

We adopt a staggered approach to starting school. By the end of the first week we have all children in full time. During this time, lessons are focused on getting to know each other, learning class rules and adapting to new routines. This is also the time that we complete baseline assessments of all children, identifying their knowledge and understanding and planning with individual needs in mind. We like to begin our learning as soon as possible (generally Week 3 of term) in order to maximise children's attainment and progress across the term.

Reception – Year 1 We work very hard to prepare our children for Year 1 at the end of Reception, this begins in Summer Term 2. Time will be allocated to prepare the children for the more the formal approach in Year 1. The activities are still very practical and play based and will be adjusted to the needs and interests of the children. The outdoor space is still very much used during the transition period and focus groups continue. Children attend Assemblies with the rest of the school and also spend time playing in the large playground and Muga.

Assessment

For every child starting Reception, our practitioners will complete a government baseline assessment (RBA) in their first 6 weeks of school.

At the end of Reception, we use the Early Learning Goals (ELGs) to judge whether a child is meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is called the EYFS Profile.

TAPESTRY

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at school to be shared with parents, and is used as a way of showing a broader picture of a child's development. Parents give a signed permission slip to set up a tapestry account and consent if children are in the background of any photos. Group photos can only be viewed by staff and not parents of children that are tagged due to Safeguarding policy of the school.

Aim

- To gather information that informs our understanding of a child's development and next steps
- To ensure that our children have equal access to a broad and balanced curriculum
- To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment
- To involve all significant people in a child's life
- To monitor the development and progress of every child
- To assist in the monitoring, evaluation and planning of the curriculum
- To share information with staff, parents/carers and other agencies
- To produce written information that will be forwarded to the child's Year 1 teacher.

At the end of EYFS

The national expectation is for children to achieve a 'Good Level of Development' (GLD). At the end of EYFS, GLD is when a child achieves 'expected; within all strands within the prime areas of learning as well as all strands within literacy and maths'.

However, every child is unique. Some will exceed this expectation, while others may still be working towards it.

Our aim is for all children to progress to their full potential. We want them to feel safe, happy and excited as they begin their school journey and to develop a range of learning skills and styles which will allow them to develop both as individuals and as part of a caring community.

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	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedure for checking the identity of visitors	See child protection and safeguarding
Procedure for dealing with concerns and complaints	See complaints policy