



EYFS

EARLY YEARS FOUNDATION STAGE

Huby C of E Primary School

‘Let your light shine for all to see’ Matthew 5:16

Curiosity, Connection, Courage

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EYFS Lead:	Mrs Adele Scanlan
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1. Structure of the EYFS at Huby CE Primary School

Within the EYFS setting we have a governor led nursery which welcomes children from the term after they turn 3 years old. We operate a mixed class which comprises of 10 spaces for our nursery children and up to 15 children in reception

It is run by our EYFS Lead, supported by a teaching assistant and HLTA to maintain the required ratio and needs of the children. All our staff are qualified to at least the level required to meet the requirement of the Early Years Framework.

Children can be collected from a slightly earlier time of 3.20am to facilitate a calmer end to the day and enable staff to talk with parents if necessary.

We also have adjusted timings in EYFS for lunch and separate playtimes.

The layout, structure and groupings are all decided after consideration is made to ensure Early Years can be as effective as possible.

2. Learning and development.

Curriculum – What we want children to learn:

All children access our EYFS curriculum. The statutory framework for the early years and foundation stage sets out 7 areas of learning and development that are equally important and interconnected. In each area, the framework sets out the Educational Programmes that are used to create the content of our curriculum.

The framework splits those 7 areas of learning further and allocates an Early Learning Goal to each of these. These are not the extent of our curriculum, and we take the children's and local interests into consideration when planning what we want children to learn. To guide us to create a progressive curriculum, we use development matters which sets out benchmarks for the expected age of development for the children.

While there are 7 areas of learning with equal importance, 3 areas are identified as Prime Areas which are seen as particularly important for igniting lifelong curiosity and development.

The prime areas are:

- Communication and Language
- Physical Development

- Personal, Social and Emotional Development

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning – How children learn:

The Early Years Framework also includes the characteristics of effective teaching and learning. The teachers plan activities with these in mind. They highlight the importance of a child's attitude to learning. The three characteristics are:

- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

We ensure there is a balance of adult led and child-initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to model, demonstrate and question what the child is doing to extend their learning. As children develop and make progress, they will be ready to access more structured teacher led activities which not only support them to meet the end points of our curriculum but also helps them be ready for the next stage of their learning.

Learning through play is an important part of our Early Years practice. We believe children learn best from activities and experiences that interest and inspire them. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child-initiated play through observing, modelling, facilitating and extending their play. By the Summer term in Reception the children may experience more adult directed tasks as they prepare for their transition to year 1.

The Environment – Where the children learn.

Our reception classroom has defined areas with clearly labelled resources to ensure children can access them easily. The classroom has a writing area, maths area, creative area, book corner, role play area, construction/small world area and area to develop their fine and gross motor skills. Staff will add enhancements to these areas to develop specific skills or provide opportunities for discussion and developing language. The outdoor classroom is an important part of the Early Years Unit with many children choosing to learn outside for much of the day. We ensure that the range of activities outside reflects the different curriculum areas as in the other classrooms. In the Summer term, our Reception children benefit from swimming lessons in our on-site pool. These are delivered by qualified staff (National Rescue Award for Swimming Teachers and Coaches Light)

Assessment – What the children have learnt.

Learning is evidenced in a variety of ways including displays, teacher knowledge and more formal tracker sheets to allow all staff to contribute to assessment effectively. On entry to Reception, we conduct baseline assessments. Throughout the year, the Class Teacher submits end of term assessment data to the Senior Leadership Team showing each child's development across the seven areas of learning. At the end of Reception, the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their achievement for each goal is either '**emerging**' or '**expected**'. This information is communicated to parents of reception children at the end of the year and forms our statutory reporting for the EYFS Profile.

3. Role of staff and key person

The class teachers are the named key workers for each child although all adults seek to form positive respectful relationships with the children in their care. In the absence of the class teacher, the class teaching assistant becomes the key person for the children. The formation of healthy relationships between all adults and children is essential in enabling children's wellbeing now and their future successes.

4. Partnership with parents and carers

Our relationships with parents and carers are important as they are the child's first educator, so we work closely with them to ensure they engage in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. Visit days are offered to children prior to starting Nursery and Reception to ensure the children together with their parents and carers and the child feel comfortable within our EYFS environment. In addition, we offer a home visit during the term before children start either Nursery or Reception.

Starting at Huby CE Primary School

In September all Reception children start full-time straight away. Parents and carers are invited to attend a Stay and Play session during the year, to Parent Consultation evenings in October and March and teachers are available most mornings and evenings to talk and to discuss more urgent matters.

Transition

Reception children play in the playground with the rest of school at break and lunchtime from the summer term and begin to join in with whole school events (such as Collective Worship) which makes the transition to year 1 smooth and familiar to them. The school puts in place transition opportunities to work in the next class before the end of the year and teachers spend quality time discussing the transition with the next teacher.

Year 6 Buddies

All Reception new starters are allocated a buddy from Year 6 – a named pupil who is there to support and help younger members of our school especially at lunchtime and playtimes.

5. Health & safety and safeguarding

We follow the safeguarding and welfare requirements detailed in current Early Years Foundation Stage Statutory Guidance.

EYFS follow all policies and Health and Safety guidance as the rest of the school. These are available on our website. We follow whole school procedures for child protection (see separate policy).

6. Nutrition and eating

School will ensure that:

- All staff are aware of each child's allergies.
- Foods are clearly labelled.
- Foods and items containing allergens are stored separately from other foods.
- Avoid cross-contamination by washing hands, using colour-coded equipment and utensils, have separate preparation areas for foods that are allergens
- rules about bringing food into the setting is shared with visitors
- Children are within sight and sound of a paediatric 1st aid trained adult when eating.
- Food is prepared in a way to prevent choking.

The school follows the Early Years Foundation Stage Nutrition Guidance published by the DFE (March 2025).

https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf