



Early Years Foundation Stage (EYFS) policy

	Name	Signature	Date
Headteacher's Approval	Charley Oldham Sian Blackwell		January 2024
Chair of Governors' Approval	Kate Coulson		January 2024
Recommended Review Date:	Every 3 years		

Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

Version	Date	Description of Change	Changed By
1	Sep 2022	Written and implemented	Sian Blackwell
2	Jan 2024	Reviewed and Updated	Charley Oldham

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1. 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

2. Legislation

This policy is based on requirements set out in the updated 2024 statutory framework for the early years document:

https://assets.publishing.service.gov.uk/media/659d3e68aaae22001356dc46/Early_years_foundation_stage_statutory_framework_for_group_and_school-based_providers.pdf

This document also complies with our funding agreement and articles of association.

3. Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

4. Structure of the EYFS

Cogenhoe Primary School is an academy Primary School, part of the Nene Valley Partnership Multi-Academy Trust. Prior to academy conversion in September 2022, the Governors agreed to accept the Admission Policy guidelines produced by West Northamptonshire Council.

Children are admitted to school at the beginning of the school year (September – August) in which they are 5. The online application process opens in September and closes on 15th January. Parents are advised if they have been successful in securing a place on the 16th April (or first working day after that). Details of how late applications are dealt with can be found on the West Northamptonshire Council admissions webpages.

The PAN (pupil admission number) which has been determined for our school is 30. This is the number of pupils which can be accepted for each class unless Northamptonshire Admissions determine otherwise, usually following an appeal.

Our Pre-school intake is different to the rest of the school. As a school, we are responsible for the admission process and will take any child, over the age of 3 at any point throughout the year. We have space for 15 children.

PRICING POLICY, TERMS OF BUSINESS AND FEES – September 2023

Booked Sessions

Cogenhoe Preschool provides sessional day care (Monday-Friday) with a morning session (8:45 to 12:00) and afternoon session (1:00 to 3:15) for children aged 3 and 4. Childcare can only be booked by session and will be charged for or claimed for through the Funded Early Education and Childcare for 3 and 4 year olds Government Scheme accordingly.

We offer 3 options of either a full day (8:45 – 3:15pm), morning including lunchtime (8:45 – 1:00) or morning only (8:45 – 12:00), we are unable to offer an afternoon session only place because of the timings and disruption to sessions.

Sessions- Mondays to Fridays – Term time only – September 2023 for children aged 3 - 4 years

Morning Session 8:45am-12:00pm	Lunchtime 12.00pm-1.00pm	Full day session 8:45 - 3:15pm
£17.50 per morning session (3.25 hours)	£5.00	£34.50

5. Curriculum

Our early years setting follows the curriculum as outlined in the 2024 EYFS statutory framework.

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

6. Planning

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.

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

7. 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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

8. Assessment

At Cogenhoe Primary, 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. Staff also take into account observations shared by parents and/or carers.

When a child is aged **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, 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.

9. Working with parents and wider partnerships

All parents will be invited to welcome open day tours, an EYFS information evening (before starting school) and workshops throughout the year. We use an online platform to communicate with parents.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We have staff available to meet and greet at the start of the day. We have a high ratio of staff to child (ensuring we adhere to the requirements set out in the Statutory Framework) and a member of the EYFS team is trained to deliver speech and language programmes.

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.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times, we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

10. Transitions

Transitions are carefully planned for and there is time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Preschool/Reception to develop familiarity with the setting and practitioners.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and parents to discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

11. Safeguarding and welfare procedures

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

We promote good oral health in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures which are specific to the EYFS are outlined in our school safeguarding policy.

12. Monitoring arrangements

This policy will be reviewed and approved by the headteachers and Early Years Lead every 3 years.

At every review, the policy will be shared with the governing board.