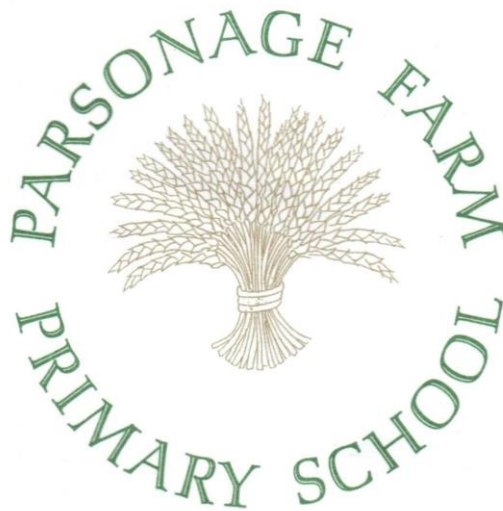


Early Years Foundation Stage (EYFS) policy



Approved by:	Russell Abrahall	Date: Autumn 2022
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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
- Each child has a happy, positive and fun start to their school life in which they are provided with opportunities to establish solid foundations to expand and foster a deep love of learning
- Each child has the opportunity to access a wide range of new and exciting experiences which provides them with the opportunity to consolidate, explore and test out their own experiences
- Each child has the opportunity to develop socially, physically, intellectually and emotionally through high expectations, support and encouragement
- A range of learning that has various starting points with unlimited opportunities for personal development and success
- Encouragement for all children to develop their own independence and independent skills within a loving, caring, secure, fair and friendly environment
- Support for all children in developing and building relationships through social skills to ensure all pupils are able to cooperate and share within the school environment
- Children develop confidence in recognising their own strengths and achievements through experiences of regular success allowing them the confidence to develop and work towards their own personalised goals

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

3. Structure of the EYFS

At Parsonage Farm there are three full time Reception classes each led by a teacher and a teaching assistant for children between the ages of 4-5 within their first year at school.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 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

Characteristics of Effective Learning:

- The EYFS also includes the characteristics of effective teaching and learning. The Reception teachers plan activities within the Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and to think critically about the world around them.

Learning is implemented through planned and spontaneous teaching seen in large groups, small groups and on a one to one; through a balance of structured and provision activities. Play is seen as an important concept of how children learn best, providing tactile and stimulating learning opportunities where children can engage and explore their environment, grasping knowledge to develop their understanding. A balance of child initiated and adult led activities provide the children with new knowledge which they can use and practise within provision. These experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

4.1 Planning

Staff plan weekly 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.

4.2 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.

We include direct, carefully planned, adult led experiences for children in the form of structured teaching and adult led group activities. These are particularly important in helping children to learn specific skills within various topics and to develop children's knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

In addition to adult led learning we also provide the opportunity for child initiated learning where they are able to use their own experiences beyond school to engage in their own play as structured by them in turn creating further learning opportunities within the school day.

Each day a timetable with set routines and activities is in place. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class with the opportunity to listen, turn take and share opinions. In these slots we focus on our topic work, maths, literacy, phonics, and stories as well as taking the opportunities to have discussions and debates on a range of topics. These sessions help to develop the children's skills in communication and language as well as listening and attention.

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.

5. Assessment

At Parsonage Farm, 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

As the year progresses a wider range of ongoing assessments take place, examples of assessments come from collections of children's work, photos and observations and through parental engagement, which creates a detailed picture of the child over time and their development within their own unique Early Years Foundation Stage Profile.

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 end of year 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.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved 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 within our setting. As well as the Reception visit days prior to the children starting we also host termly parents evenings, workshops and daily opportunities for discussions with parents to best support their child's progress.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents are encouraged to actively communicate with staff through the use of conversation, communication books, Year R email address and the year group Twitter page.

Each child is assigned a key person (the class teacher) 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. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive respectful relationships with the children in their care. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. Staff working within the early years, adhere to both the school's safeguarding policy. The EYFS team ensure all safeguarding and welfare requirements are being met.

We are a healthy school and our children receive free fruit and are offered milk during snack times. Children are given the opportunity throughout their curriculum to sample and taste a range of different food types within their EYFS journey.

Our EYFS team model good eating habits by eating alongside the children and modelling use of eating equipment and manners. All children are given the opportunity to have a packed lunch or the choice of a healthy cooked school dinner as catered for by the school kitchen.

We promote good oral health, as well as good health in general for example ensuring children are aware of the effects of eating too many sweet things as well as the importance of brushing your teeth (oral hygiene).

We take all accidents seriously and each has a medical log. In all cases accidents are recorded and on some occasions phone calls home immediate (dependent on the situation). If a child has an injury to their head, medical assistance is given instantly through the use of cold compresses, letters to notify the parent are sent home along with the child and bumped head stickers are provided.

We acknowledge that young children often have ‘accidents’ and have supplies of spare clothes and change those in need. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed. Children are changed within their class or in the First Aid room in Lower School.

All large climbing equipment is checked by our site officer and fire alarms are held regularly in line with whole school policy. There is also an annual external check of equipment.

We follow whole school procedures for child protection (see separate policy). We have named Child Protection Officers and all concerns are discussed and logged with them.

We have separate policies for medicine in school and off-site visits.

If a child is uncollected at the end of the day they will be taken to the main office, where attempts will be made to contact the parents. If no contact is able to be made then Designated Safeguarding Leads will take the appropriate action.

8. Monitoring arrangements

This policy will be reviewed and approved by Russell Abrahall every 3 years.

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	See 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
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy