

# Early Years Foundation Stage (EYFS) policy



Approved: September 2021

Next review due: September 2022

## Contents

1. Aims .....	3
2. Legislation .....	3
3. Structure of the EYFS .....	3
4. Curriculum .....	4
5. Assessment .....	5
6. Working with parents .....	6
7. Safeguarding and welfare procedures.....	6
8. Inclusion, Equality and Diversity.....	6-7
9. Monitoring arrangements .....	7
Appendix 1. List of statutory policies and procedures for the EYFS .....	7

## 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## 3. Structure of the EYFS

Reception children are entitled to a Universal Free School Meal throughout the year. Children under 5 are also entitled to daily milk, Once the child has turned 5, milk can be ordered and paid via the school office. The option of bringing a packed lunch from home is also available.

### **A typical day in our Reception Setting**

8.50 am - 9.00am – Children enter the classroom via the outside door and self-register and put away their belongings. Start the school day at the carpet with a selected activity (for example, writing their name, looking at a book, Dough Disco)

9.00 am - 9.05am – Register is completed via Study Bugs and the Visual timetable is shared so children have a good understanding of the outline of the day.

9.05am - 9.25am – Whole Class teaching with the support of the classroom teaching assistant

9.25am - 10.15am – Children access independent activities and also guided activities led by the teacher/teaching assistant

10.15am -10.30am – Reception Class go to the toilet, wash hands and have a morning snack.

10.30am - 10.45am – Reception Class go outside to play on the playground.

10.45am - 11.45am – Phonics Session followed by access to independent activities and also guided activities led by the teacher/teaching assistant

11.45am - Get ready for Lunch

12pm - 1pm – Lunch for Reception and then out for Lunchtime play.

1pm Afternoon Register

1.15 - 2pm Whole Class teaching with the support of the classroom teaching assistant followed by guided activities.

2pm Afternoon snack and Play

2.30pm - 3.15pm Whole Class teaching with the support of the classroom teaching assistant followed by guided activities.

3.15pm - 3.30pm – Story time then get ready to go home

A PE session is delivered every Monday afternoon and Thursday morning and a Forest School session is delivered every Wednesday morning.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. 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

### 4.1 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 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. These activities are enhanced by further knowledge about the child supplied by parents and previous settings alongside observations within our own setting.

### 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. We use whole class teaching each session to begin the learning journey and ensure this is interactive and succinct to keep the children engaged. We utilise 'Talk Partners' to enable the children to share their thinking and to use their communication skills and often use lolly sticks to enable a range of children to answer questions. We also know the importance of using digital resources to engage the children at this age so often use clips from You-Tube/Literacy Shed as a starting point for our teaching. We also use the visualiser for demonstration purposes. Outdoor learning is integral to our teaching and each day the children can access the large outdoor area to participate in a range of activities focused across all areas of the curriculum. The children also take part in a weekly Forest School session in our dedicated Forest School area. 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.

## 5. Assessment

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 consider observations shared by parents and/or carers via Seesaw.

Insight, our school's online tracking system, is updated regularly to help track coverage and assess progress. Class provision maps record intervention baseline, plan, and impact figures, termly, to be shared with SENCo and Head of School. Parents will be informed when children are receiving early intervention and guided as how they can further support their child at home.

Assessments are made to inform staff of individual pupils and the needs of the class as a whole. This information is used to plan appropriate activities to match children's specific needs. Assessment in Reception happens in different ways, these include:

- **Baseline Assessments**

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). This Baseline assessment will enable a starting point to be established and will ensure clear targets can be set for the next half-term.

- **Regular Observations**

Regular observations will be made by the practitioners, these will be documented through notes, observations and photographs.

- **Personal Journal**

Each child has a personal learning journal which will record their achievements throughout the year. The online journal will be available via Seesaw and folder will be bought home at the end of the year.

- **Early Learning Goals**

At the end of the year the children will be assessed against the Early Learning Goals (ELG), a report of this data is given to the local authority containing a summary of each child's data.

- **School Reports**

A report summarising each child's achievements will be sent to the parents at the end of the school year.

- **Profile Data**

Profile data is discussed with the Year 1 teacher to ensure there is a smooth transition from EYFS to Key Stage 1

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. This also includes a section on 'Characteristics of Effective Learning' so parents can see the judgements in these areas alongside the curriculum. These all form part of the Annual Report which is sent to parents in July. Targets for the beginning of the next academic year are sent out with the Annual Report and a copy handed to the next class teacher alongside an up-to-date Class Provision Map.

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. At the beginning of the year in September, we offer a parents' information meeting whereby we share with our parents details of school routines and teaching structure. We explain how maths is taught, especially the importance of practical apparatus and how this links through to reasoning and problem-solving skills. We also share the structure of the day in EYFS and discuss questions parents can ask their child to understand what they have been learning about each day. As this happens within the first few weeks of their child starting school, it is also an opportunity for the parents to ask any questions or to make any observations about the school journey so far. This meeting is also attended school governors and members of the PTA so new parents can understand how our school is part of a wider family. We also provide an opportunity for parents to meet with us to learn how we teach phonics and how this is represented in our teaching of reading and writing.

In June, new parents/carers are invited to an Information Evening to find out more about the school and to meet school staff and to see the school setting. New children are then invited to three 'Play Afternoons' in June and July to prepare them for starting school in September. Home visits by the Reception teacher are also offered to families providing an opportunity to discuss one-to-one their child and address any concerns or anxieties that may be arising.

The Reception Class teacher is on the door each morning and each afternoon to discuss any immediate concerns or queries with the parents and the school ensures there is an open-door policy for parents to speak to staff. Parents/carers are invited into school on regular occasions such as Celebration Assembly, school performances, school visits and PTA events.

Throughout the year, parents/carers are kept up to date with their child's progress and development through the termly parents' consultation evenings in October and February. The EYFS profile and Annual Report, issued in July, also help to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of the academic year.

## 7. 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

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

## 8. Inclusion, Equality and Diversity

We value the diversity of individuals within our school and do not discriminate against the children because of 'difference'. All the children at Temple Grafton C of E Primary School are treated fairly and equally regardless of race, sexual orientation, religion or ability. All children and families are valued within our school.

We want to ensure that all children can access the curriculum and of additional needs. Where children have needs which may prevent access, learning measures are put in to place to overcome these barriers. These may include:

- Support from additional adults
- Early interventions to give children the opportunity to 'close the gap' in areas where there are difficulties. The aim of these is to run for a short time and cause the child to spend as little time as possible away from the classroom.
- Different types of activities to cater for a greater range of learning styles.

## 9. Monitoring arrangements

This policy will be reviewed by Sarah Bonham, Reception Class Teacher and Mary Gray, Head of School, annually in September.

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

### 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