

## Early Years Foundation Stage (EYFS) policy

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 28/03/22
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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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

### 3. Structure of the EYFS

Fiddlers Lane Primary School's EYFS is comprised of a Nursery class, where children join us from the September after they have turned three years old, and a Reception class, where children join us from the September following their 4<sup>th</sup> birthday.

All of our EYFS places are full-time for five days a week from Monday to Friday. Children are expected to arrive at 8.50am ready to start at 8.55am.

The end of the school day is 3.15pm

### 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 outlines the Characteristics of Effective Teaching and Learning (CoETL) and the 7 Areas of Development.

The CoETL are organised into three strands and are essential components towards children becoming self-regulated learners.

These 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

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. Learning in the prime areas is fostered in all routines, activities and experiences in our foundation stage. 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

*'We recognise that planning and assessment is a process not an end result, that it is neither limited nor driven by paperwork, but is part of an ethos of ensuring quality experiences and environments for children in order that they develop into successful learners, confident individuals, effective contributors and responsible citizens.'*

*(Centre for Excellence, CfE)*

Planning and assessment cycle in the early years is child centered and flexible. Planning objectives are taken from the 'Development Matters' document. Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. As children progress through the early years foundation stage, adult-directed, small group and whole class work are planned, as appropriate for the age and stage of the children. It is recognised that the prime areas of learning form the foundations of children's development and so this is accounted for when planning.

Staff reflect on the different ways that children learn and cater for these in their practice. We show ambitious intent for all children. We plan and create an empowering and stimulating learning environment with enhancements based on children's developmental needs and interests.

We utilise 'in the moment planning', where staff identify and act upon teachable moments to extend and enhance children's knowledge and skills through pedagogical practices such as scaffolding, sustained shared thinking and effective open-ended questioning. Children are at the center of all planning as we build on their abilities, interest and individual needs. Floorbooks are also used in our planning and assessment cycle. These provide time for reflection of learning and support metacognition skills in children and staff.

We use Read Write Inc. to teach phonics sessions for the children which are delivered in small groups. Maths is taught through games and in provision in the Nursery, using White Rose as a planning resource. Reception use White Rose and NCTEM as a planning guide. Planning becomes increasingly adult directed as the children progress. Children are taught in differentiated groups and the lowest ability children in this area receive support from a specialist maths TA.

Long and medium term planning are based around half-termly topic themes. Short term or weekly planning show specific activities and planned for objectives for the cohort of children.

## 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. As children's development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Staff understand that play is about more than content, but helps to build flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Opportunities for teaching and learning occur in all activities and experiences within the indoor and outdoor learning environment, whether they are planned, spontaneous or part of the routine. It is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

## 5. Assessment

At Fiddlers Lane Primary School, ongoing assessment is an integral part of the learning and development processes. Observation of children allows practitioners to identify children's achievement, interests and learning styles. These observations allow practitioners to personalise teaching and planning. This can occur instantaneously and can be used to inform future learning activities.

Statutory framework for the early years foundation stage indicates that when assessing children's development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence. The quality time we spend with children highlights gaps in knowledge and helps indicate which children need to most help. Staff take into account observations shared by parents and/or carers.

When children join us in nursery we complete a baseline assessment of their skills and knowledge of the Prime Areas of Learning. This is recorded on Target Tracker. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual and groups of children.

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 exemplification) 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 visit new children and their parents/carers in their homes before they start school and also at our stay and play meetings. We operate an open door policy where we communicate with parents on a daily basis at the start and end of the day. Nursery and Reception have weekly home learning activities that parents and carers can share with their children.

Parents and/or carers are kept up to date with their child's progress and development. We have parent-teacher consultations twice a year. The 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. We support parents and/or carers in guiding their child's development at home. We also help families to engage with more specialist support, if appropriate.

Parents are invited to a range of activities throughout the school year such as our weekly reading mornings in Reception and our popular weekly Mum's and Dad's club, assemblies, workshops, Christmas productions, sports day etc.

### **7. Safeguarding and welfare procedures**

We recognise that 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 understand that we are legally required to comply with the welfare requirements as stated in section three of the Statutory Framework for EYFS (2021) and adhere to the 'Keeping Children Safe in Education', and 'Working Together to Safeguard Children' statutory guidance. Staff receive regular safeguarding training to ensure their knowledge of the safeguarding requirements are up to date. Our full safeguarding and welfare procedures are outlined in the schools Safeguarding and Health and Safety policies.

### **8. Monitoring arrangements**

This policy will be reviewed by Pamela Doherty (EYFS Lead) and approved by Sarah Cooper (Head Teacher). 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	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