

Early Years Foundation Stage (EYFS) policy

Eastfield Primary School



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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
- Close partnership working between practitioners and with 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

The Early Years at Eastfield Primary School, provides education for both Nursery and Reception age children. Our Nursery offers 48, 15 hour places and we have a two form entry Reception for 60 children.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

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

The EYFS also includes the Characteristics of Effective Learning. Staff continuously promote the development of these skills and assess the children's confidence and development within them. The three characteristics are:

- Playing and Exploring – children investigate and explore the world around them through playing with familiar items things. They enjoy 'having a go'.
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they have achieved.

- Creating and Thinking Critically – children have and develop their own ideas, make links between different experiences and develop strategies for choosing their own ways to do things

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Practitioners working with the youngest children 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, practitioners reflect on the different ways that children learn and include these in their practice. Across the Early Years, staff plan for a daily Core Book session, following the CLPE's Power of Reading. Cross curricular activities are planned for, these are usually linked to a focus text that introduces children to a range of experiences. Staff also plan for daily phonics and maths sessions.

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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. At Eastfield, the children in the Early Years have access to resources inside and outside. Staff provide a range of opportunities inside the classroom and in our outdoor area, focussing on all the areas of learning.

In Nursery, the start of the year allows the children to settle into a new environment and the majority of the learning occurs through play. Staff in the Nursery, introduce a daily Core Book session, maths session and a phase 1 phonics session from Autumn 2. Through the daily phonics sessions staff cater for each child's needs and support children to make good progress through the phases. In Reception, staff teach a daily core book, phonics and maths session once the children have started full time. Children in Reception also have a weekly PE and music session with specialist teachers. As the children get older and more confident, the challenges within the work they are doing increase. Staff also provide weekly challenges for the children to complete indoors and outdoors.

5. Assessment

At Eastfield Primary School, ongoing assessment is a key tool to support staff to track the progress and development of each child. In September, when children join the setting, staff complete baseline assessments through observations of each child. These enable staff to see what each's child starting point is and to get to know each child's interest and behaviours. Throughout the school year, staff will make observations on each child which helps them to monitor and assess progress as well as to inform their planning, ensuring the provision reflects the needs and interests of the children. These observations also help staff to identify each child's interest, level of achievement and learning styles. Throughout the year, children's progress and development in the seven areas of learning are tracked termly on our school's internal tracker. Practitioners also take into account observations shared by parents and/or carers.

At the end of the Reception year, 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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers in the child's end of year report. In preparation for transition, this information is then shared with the Year One staff.

6. Working with parents

At Eastfield, we strongly believe that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Children new to our setting and their parents are invited into classrooms for 'Stay and Play' sessions. This supports the children to feel comfortable in a new environment and allows the children to begin to familiarise themselves with the adults. Before each child begins at our school, staff will conduct a 'Home Visit'. This provides the children with an opportunity to meet their new teacher in an environment that is familiar to them. Throughout the year, parents are invited in to school to meet with their child's teacher to discuss how they have settled and progressed. We also hold a variety of events in which parents/carers are encouraged to attend, these include, Story Cafes, phonics presentations, curriculum workshops and Nativity shows.

Children in Nursery and Reception have a 'Special Book' where photographs and special pieces of work (paintings, writing, drawings) are collected and presented. Each half term, these books are sent home to be shared with parents. Parents/carers are encouraged to add any photographs and work the children would like to share from their school holidays.

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. At the end of the school year, parents/carers will receive an end of year report, explaining their child's success over the year and areas of development.

Within our Early Years settings, the class teacher is the key person for their class. All the adults in the provision become familiar with all the children and parents can speak to any adult. The Class teacher will report to the parents and lead meetings with them.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Natalie Michael (Early Years Phase Leader) and Ben Statham (Headteacher) every year.

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