

Early Years Foundation Stage (EYFS) policy



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Date: 15/2/2024

Last Reviewed: 15/2/2024

Next Review Date: September 2024

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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 January 2024.

3. Structure of the EYFS

We are a one form entry primary school with 21 children in our F2 classroom and 19 children in our F1 classroom. To ensure best practice in F2 and F1 we have three adults who work within each classroom. This consists of one teacher and two teaching assistants in each room. In addition to this we have support staff who also work within the class and provide extra support and intervention where needed. We have both indoor and outdoor provision.

4. Curriculum Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. There are 3 areas known as the prime areas and these are seen as particularly important for igniting curiosity, encouraging enthusiasm for learning, for building children's capacity to learn, and to 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

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Continuous provision is carefully considered and resourced so that children have opportunities to explore, develop and extend their skills. Staff 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. Staff are also very skilled in planning in the moment and adapting the environment and resources to cater for interests and needs.

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 the transition to year 1.

5. Assessment

At Leasowe Primary School, 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. 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.

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. 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. Parents are also encouraged to come into school regularly to observe children learning and take part in events. 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

7. Safeguarding

Safeguarding and welfare procedures

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 are a healthy school and participate in the free fruit scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly. NB: Some of our policy statements will be subject to change to take account of the current pandemic. Please see our current covid risk assessment. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Lynn Bourne Early Years Lead Teacher 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 procedures

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

