



Early Years Foundation Stage (EYFS) Policy

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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 Statutory framework for the Early Years Foundation Stage (EYFS) 2021.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

2021 Statutory framework for the Early Years Foundation Stage (EYFS)

Early childhood is the foundation on which children build the rest of their lives. At Eythorne Elvington Community Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Eythorne Elvington Community Primary School, children are admitted to reception in the September following their fourth birthday.

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

At Eythorne Elvington Community Primary School, we are passionate and dedicated to the principle of all our children becoming confident, ambitious, resilient, empathetic, and successful learners. That journey begins within our EYFS classroom, where we aim to develop a lifelong love of learning and strive for all our children to reach their full potential, regardless of social experiences.

Our EYFS curriculum has been designed with our school values at the heart of everyday practice:

CONFIDENCE / AMBITION / PERSEVERANCE / EMPATHY / SUCCESS

Children are encouraged to succeed through collaborative and co-operative learning principles, through a balance of adult-led and child-initiated learning experiences. As such, there is a strong emphasis on the Prime Areas of Learning: Personal, Social and Emotional Development and Communication and Language, including Oracy.

We provide a carefully planned and engaging curriculum that maximises opportunities for meaningful, cross-curricular learning experiences. This provides our children with the knowledge and skills to prepare them for each stage in their learning journey.

4.1 Planning

Each half term, EYFS staff introduce a new theme to inspire our children to discover and learn about the world around them, whilst still allowing for children to follow their own interests and ideas. At the beginning of each term, new vocabulary, which the children will hear and be encouraged to use within their learning, is identified and shared with parents.

Our children learn through a balance of child-initiated and adult-directed activities which have been carefully planned to ensure all children's needs are met.

Continuous provision not only supports the children's next steps but embeds teacher directed learning, allowing children to practise and apply their growing knowledge and skills. Our outside learning environment is planned to support the term's theme which mirrors and embeds learning that takes place within the classroom. Children are encouraged to learn purposefully, co-operatively, to challenge themselves and be reflective about their learning.

4.2 Teaching

Teacher led activities are structured to ensure that children's previous learning is revised, new concepts are taught, and children are given opportunity to practise and apply their learning, both with an adult and during their child-initiated learning. Direct teaching is planned from previous observations from both adult-directed and child-initiated learning to ensure a clear progression for each child within the class. Our cross curricular opportunities ensure that children develop the ability to make connections between their learning and draw upon their past experiences to support them.

5. Assessment

At Eythorne Elvington Community Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

We conduct the RBA (Statutory Reception Baseline Assessment) in the children's first six weeks of starting school. This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this assessment is to show progress from Reception to the end of Key Stage 2.

Ongoing observations throughout the year inform the progress of each child. Over the year the assessments are monitored through regular moderations with local schools and at the end of the year the final judgements are moderated to ensure accuracy of assessment.

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 assessment results are sent to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

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.

6. Working with parents

At Eythorne Elvington Community Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

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.

Each child has an online learning journal (Tapestry) where we share our learning journey throughout the year and celebrate progress with children's parent's. Successes at home are equally celebrated in school using this portal.

Additionally, effective partnerships are delivered through:

- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Offering parent/teacher consultation meetings throughout the year at which their child's progress is discussed.
- Providing written next steps which are individual to each child's progress throughout the year.
- Sending a written report on their child's attainment and progress at the end of their time in reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies, Christmas productions and sports day etc.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in reception 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. Monitoring arrangements

It is the responsibility of those working in Reception to follow the principles stated in this policy. The Head Teacher will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process.

This policy will be reviewed and approved by the EYFS lead and Headteacher annually.
At every review, the policy will be shared with the governing board.