

Early Years Foundation Stage (EYFS) policy

Stamshaw Infant School

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

This EYFS setting is in a reception year group in an infant school. The school is a three form entry school. The EYFS has 90 spaces available for children aged four years; children start school in the September after their fourth birthday. The EYFS operates in school hours, 8:50am-3:15pm every day.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to 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.

Exciting and engaging topics are planned throughout the year to encourage children to enjoy learning. These topics are amended based on the needs and interests of the cohort. Each half term, when a new topic is introduced, there is a 'hook' into the topic at the beginning and a 'celebration' of the topic at the end, this helps to make children excited to learn and embeds their knowledge and skills that they have learnt during each half term.

Staff plan collaboratively for each half term, a medium term plan is created and this includes information on all of the activities and provision that will be covered during that half term through the 7 areas of learning in the EYFS. A weekly planner is created to give an overview of the half term and information on when and how specific activities will take place.

The EYFS leader plans enhanced provision opportunities for children that are available to them when they work independently in the inside or outside classroom. These enhanced provisions are linked to the learning for the week and allow children to develop skills they have been taught.

Staff meet weekly to plan for the following week. Learning opportunities are planned based on the interests of the children. A broad range of provisions are timetabled for the week to allow all areas of the EYFS to be accessed.

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.

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.

Children will work alongside the class teacher on focussed learning such as literacy and mathematics. These tasks are sometimes completed in small groups or 1:1, dependent on the needs of each child. When children are not working with the class teacher they are able to access enhanced provision opportunities independently. Whilst working independently, staff will question children on their learning and make an observation that is either recorded in their learning journey book or evidenced virtually using our online learning platform, Seesaw.

Children will be taught a range of subjects; PE, ICT, literacy, maths, art, phonics, reading, RE and PSHE. This allows for all areas of the EYFS to be delivered and as children develop it helps to prepare them for year 1.

Throughout the EYFS there is a combination of adult-led and child-initiated activities available which prepares children for future learning and encourages them to become independent learners.

5. Assessment

At Stamshaw Infant 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. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 (Expected)
- 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 end of year reports.

Assessments of children at the end of nursery are shared with school through transfer records, this information is recorded on the school system.

Within the first half term of school, EYFS teachers carry out the RBA (Reception Baseline Assessment) with each child to ascertain their starting points. This activity based assessment focuses on:

- Language, Communication and Literacy
- Mathematics

Termly assessment meetings are held between the EYFS teachers, SENCO and SLT. Through data and assessment, pupils are identified who are at risk of not reaching age expected levels and discussed within these meetings.

Through assessment of each child, staff can plan and implement individual interventions to support children's needs where necessary.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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.

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.

At Stamshaw Infant school, there are two parents evening sessions in the first two terms and a written report for each child in the final term.

The school has an open door policy where parents can enjoy time at an activity with their child for ten minutes before the start of school. This allows for a good relationship between parents and staff.

In the EYFS, a parents evening is held in the second half of the autumn term where teachers discuss how children have settled into school. There is a second parents evening in the second half of the spring term where teachers discuss progress. During the parents evening, parents are shown a video of their child

answering questions about school. If appropriate, BLA's are used to help support communication with parents with EAL.

In the second half of the summer term parents receive a written report, teachers document the 7 areas of learning in the EYFS and what each child has enjoyed within the different topics.

Parents are welcome and encouraged to look at their children's work books at any time, these are always available so they can see progress and development.

Parents have continuous access to their child's online Learning Journey via the Seesaw app where observations, snapshots of learning and activities that can be completed at home are regularly shared.

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 The Early Years leader, Tara Fancey, every of 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 medicines 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

Key document details

Last Review	June 2022
Department/Owner	School Improvement
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