



# Policy Document

Halling Primary School

## Early Years Foundation Stage (EYFS) Policy

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*“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. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.” (EYFS 2021)*

## **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



## Legislation

This policy is based on the requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. We have two Reception classes with a maximum of 30 children in each class.

## 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 includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the Prime areas and 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 7 areas of learning and development are grouped into threshold concepts which are the 'big ideas' that allow children to grow schemas in their learning. This is in line with the whole school curriculum that is based upon Chris Quigley's Essentials curriculum. This ensures the children have continuity from EYFS to Year 6 and enables the children to be ready for the next stage of their learning.

## Planning

The EYFS principles are grouped into four distinct but complimentary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children develop and learn in different ways and at different rates



These principles are the basis for our planning; from our long-term planning overview to our daily responsive planning. Staff plan activities and experiences for children that enable children to develop and learn effectively, taking into account their starting points and the importance of the cultural capital they need to succeed in life. It is important to respond to children's fascinations and natural curiosity and this is reflected in our planning and adult engagements.

## **The Characteristics of Effective Learning**

The three characteristics of effective teaching and learning that are taken into consideration when planning and guiding children's activities are playing and exploring, active learning and creating and thinking critically.

## **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a balance of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm positive interaction.



We make full use of our outdoor environment during our daily child-initiated sessions and also have a Forest School session each week which is led or planned by an EYFS teacher, who has completed Level Three Forest School Leader training.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help prepare for more formal learning, ready for Year 1.

## **Assessment**

At Halling 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 take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). Staff will also carry out their own formative assessment to identify each child's development in the prime areas of the EYFS, both to help them as they settle, and to give an indication of their starting points.



During a child's year in Reception, staff will explore what each child can do and consider their next steps. At checkpoints through the year, staff will identify those children that are 'on track' to achieve their Early Learning Goals at the end of Reception, and those children that are currently 'not yet on track'. Planning and teaching is then put into place to support those children to move their learning forward.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indication 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 and in partnership with other schools within the AAT Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.





## Working with Parents and Carers

We firmly believe that parents/carers are children's primary educators. Our philosophy is rooted in two-way communication and full partnerships, from the family's first introduction to our school and beyond. We recognise the role that parents/carers have played, and their future role, in educating their children. We support this through:

- talking to parents/carers about their child before their child starts in our school
- inviting local pre-schools and childcare settings to visit at different times during the year to join us for a range of activities
- inviting children due to start school the following year to our pre-school story times
- the teacher visiting each child in their pre-school setting during term 5 or 6
- opportunities to spend time with their teacher before starting school during our 'come and join in' sessions
- inviting all parents/carers to an induction meeting in the summer term before their child starts school
- providing each child with a welcome pack of activities to do during the summer holiday
- further activities, information leaflets, suggested story books etc – which are listed on the school website
- offering parents/carers the opportunity to follow their child's progress through our online learning journal; Tapestry. Parents/carers are encouraged to add their own observations to this journal
- encouraging parents to talk to their child's teacher if there are any concerns. There are formal meetings for parents/carers at the end of term 1 and during



term 4 to discuss their child's progress with the teacher. Parents/carers receive a report on their child's attainment and progress at the end of each school year. Appointments are available to discuss the report at the end of the school year. There are also 'open classroom' sessions during the year, for children to bring their parents to look around their classrooms

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers, e.g. open afternoon sessions (including Forest School), sports day, curriculum days (Maths, art etc)
- providing opportunities for parents/carers to share the children's achievements at home through our online app 'Tapestry'. Children are also encouraged to complete small homework tasks with their parents to add photographs and annotations to Tapestry.

The staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS class teachers act as 'Key Person' to all children within the EYFS, supported by the Teaching Assistants. We have good links with local pre-schools and visits are made by the EYFS teachers and SENDCO. Two of our main feeder pre-schools also uses our outside area to do Forest School type activities.



## Safeguarding and Welfare Procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- the effects of eating too many sweet things
- the importance of brushing your teeth effectively
- healthy foods and drink – we have a snack bar where the children serve themselves fruit, water and/milk
- Other factors that impact on being healthy; keeping active, good hygiene and good sleep routines
- The rest of our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

## Managing Children's Behaviour

'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.' (EYFS 2021)

Staff promote positive learning behaviours, modelling and making expectations clear and consistent. For further details, please see the whole school Behaviour for Learning Policy.



## Monitoring and Review

It is the responsibility of the EYFS class teachers to follow the principles stated in this policy. This policy is monitored by the governing body and will be reviewed every year or whenever new guidance or legislation dictates. The Head Teacher, EYFS Leader and subject coordinators will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

### 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 First Aid Policy
Administering Medicines Policy	See Medicines in School Policy
Emergency Evacuation/Invacuation Procedure	See Health and Safety Policy
Procedure for checking the identify 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
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