



Early Years Foundation Stage (EYFS) policy

Ratified			Adopted date	Review date
FGB	C&S	RC		
	X		Autumn term 2022	Autumn term 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At Burton Pidsea Primary school we offer provision for both Foundation stage 2 (Reception) and Foundation Stage 1 (nursery).

For our Foundation Stage 1 provision, we offer places to children the term after their 3rd birthday. We offer places for children with 15 and 30 hour codes for child care. As a school we are fortunate to be able to be flexible about how parents choose to use this time.

Children start school full-time in the September after they turn four. This means they will turn five during their first year at school.

If parents/carers think their child isn't ready to start school full-time in the September after they turn four, then the child can start school later. Children entering Foundation Stage 2 have 3 entry points – September, January and April. Children must be in education full time the term after their 5th 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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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, staff reflect on the different ways that children learn and include these in their practice.

Staff also refer to the non-statutory curriculum guidance "Development matters"

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play and exploration 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 year 1.

4.3 Phonics and Early Reading

Synthetic phonics is taught regularly and systematically across the Foundation unit. Good practice is shared with the KS1 class to ensure consistency.

The school follows the validated Pearson's Bug Club Scheme.

The Foundation Stage reading books (Pearsons Bug Club) are aligned to the phonic stages to ensure that children can practise their early reading skills appropriately.

5. Assessment

At Burton Pidsea 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.

When a child is aged between 3 and 4, staff review their progress and provide parents and/or carers with a summary of the child's development in the 3 prime areas in line with the rest of the school. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts Foundation Stage 2, 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.

During each half term the parents will be encouraged to join in some sessions and become part of their children's learning. Homework is provided as family challenges to encourage the family to work together and help to support their child in their learning.

Parents and/or carers are kept up to date with their child's progress and development. The termly 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 encouraged to be part of the assessment process by making observations at home and sending these via class dojo.

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 and welfare procedures

We promote healthy lifestyles the early years through targeted teaching and our RES programme (*Jigsaw*)

The adult to child ratios across the unit follow local authority guidelines at all times.

All staff working in the unit hold current enhanced DBS checks and have training in Child protection.

All staff hold current First Aid qualifications, Nursery Nurses hold current paediatric first aid certificates.

Any volunteers working in the unit will have a current DBS check.

Any child requiring intimate care will be cared for under the procedures set out in the school's Intimate Care Policy; records of intimate care administered are held within the unit.

Accidents are recorded in the units Accident book. Parents are informed by a telephone call or face to face conversation.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved every 2 years.

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 First Aid policy
Administering medicines policy	See Supporting pupils with medical conditions policy
Emergency evacuation procedure	See Emergency Procedures and Critical Incidents 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