

# Early Years Foundation Stage (EYFS) policy

Foxmoor Primary School

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### 1. Introduction

- The Early Years Foundation Stage extends from 0-5 years.
- At Foxmoor Primary School, the Foundation Stage provision includes Little Foxes Nursery and the Foxmoor Primary School Reception Year.
- The Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.
- Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community, including ‘Little Foxes’ the ‘on-site’ nursery.

### 2. Aims

The early-years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;

- quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- 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;
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment;
- it acknowledges the importance of a full working partnership with parents and carers;
- every child is included and supported through equality of opportunity and anti-discriminatory practice.

### **3. Legislation**

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

### **4. Structure of the EYFS**

#### **Little Foxes Nursery**

Little Foxes is our governor led on-site nursery which caters for children aged approximately 2 year 9 months to 4 years old. Children can start at Little Foxes in the term they are 3 years old. Little Foxes has close links with the school and the Reception year. This ensures a smooth transition to starting school.

#### **Foxmoor Primary Reception**

Children start in Reception in the year that they will turn 5 years old (although compulsory schooling does not begin until the start of the term after a child's fifth birthday). The children take part in transition sessions prior to starting school to ensure a smooth transition. The children start Reception on a part time basis for the first few weeks before going full-time.

### **5. 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

## 5.1 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 a 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.

## 5.2 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.

The Reception children have regular phonics sessions, following the guidance in the “Read Write Inc” scheme and in line with school policy and follow the Mastery Maths teaching strategies.

## **6. Assessment**

At Foxmoor 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. 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
- Exceeding expected levels or,
- 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.

## **7. Play in EYFS**

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for boundaries. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

## **8. Inclusion in EYFS**

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are faster graspers of concepts, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as referrals to speech therapy) as necessary.

## **9. Working with Parents**

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

We believe that all parents and carers have an important role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating the children.

At Little Foxes we do this through:

- Providing a key person approach to help settle the children and get to know the child and the parents/carers well, who can meet their individual needs. This encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.
- Enabling children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with the staff.

- The Key Person is responsible for:
  - offering unconditional regard for the child and being non-judgmental;
  - working with the parents to plan and deliver a personalized plan for the child's well-being, care and learning;
  - acting as the key contact for parents;
  - developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home;
  - having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Settling In
  - During the half-term before a child is enrolled, we provide opportunities for the child and their parent or carer to visit the setting if required.
  - We use pre-start visits and the first session at which a child attends to explain and complete, with parents or carers, the child's registration records.
  - When a child starts to attend, we explain the process of settling-in with their parent or carer and jointly decide on the best way to help the child settle into the setting.
  - We judge a child to be settled when the child is familiar with where things are and is pleased to see other children and participate in activities.
  - When parents leave, we ask them to say goodbye to their child and explain that they will be coming back and when.

At Foxmoor Primary School we do this through:

- Talking to parents about their child before their child starts in our school.
- Opportunities given to the children to spend time with their teacher before starting school.
- Providing a handbook of 'First and Second Steps' which provides information about commencing school and the wraparound care available at Foxmoor Primary School.
- Offering parents regular opportunities to talk about their child's progress through our genuine "open-door" policy.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Arranging for a staggered start to Reception over the first few weeks of term, so that the teacher can welcome each child individually into our school.

- Encouraging parents to stay if there are problems with settling in.
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents.
- Providing various activities that involve parents, through regular communication with home (including newsletters, home-school books, 'I Can' notes) and inviting parents to curriculum meetings, in order to discuss the kind of work that the children are undertaking.
  - There is a formal meeting for parents, twice a year, at which the parents discuss their child's progress in private with the teacher.
  - The progress check and EYFS profile helps to provide parents or carers with a well-rounded picture of their child's knowledge, understanding and abilities.
  - Parents receive a report on their child's attainment and progress at the end of each school year.

At Foxmoor Primary School the key person is your child's class teacher.

## **10. Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and are checked regularly.

## **11. Safeguarding and Welfare Procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **12. Monitoring Arrangements**

This policy will be reviewed and approved by Paula Rimmer, EYFS Lead 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 for the EYFS	See EYFS Statutory Framework
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 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
Procedure for intimate care	See Intimate Care policy
EYFS Risk Assessment	See Health and Safety policy
Online Safety	See Safeguarding /Health and Safety policy
Looked After Person	See Child Protection policy
British Values	See British Values policy