

Early Years Foundation Stage (EYFS) Policy

Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum	3
5. Assessment	4
6. Working with parents	5
7. Safeguarding and welfare procedures	4
8. Monitoring arrangements	4
Appendix 1. List of statutory policies and procedures for the EYFS	

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 antidiscriminatory 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

Our setting at Goosewell welcomes children from 4-5 years old. The school day starts at 8.55 a.m. and ends at 3.15p.m.

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, in those first few weeks of the child's school experience, practitioners are expected to focus strongly on the 3 prime areas with an understanding of Leuven scales and how these impact on the child's ability to engage and learn.

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 adapt and adjust to include these in their practice. Planning considers the 7 areas of learning and development and is organised within our colour coded 'zones' to ensure that the curriculum is broad, balanced and enriched for each and every child using both indoor and outdoor spaces to promote learning.

Opportunities to promote Literacy and Numeracy skills are embraced throughout our provision.

The learning zones are as follows:

Red- Classroom based with a focus on Reading, Writing, PSED, Number and Oracy

Yellow- Shared area with a focus on Expressive Arts and Design, Fine motor control, Understanding the World and British values

Blue- Outside area with a focus on Gross motor control, Team work and PSED, Understanding the world, Expressive Arts and Design and Oracy

Green – Green outside area with a focus on Expressive Arts and Design, Understanding the World, Gross motor control and Oracy

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.

Children are encouraged to 'plan, do and review' their own learning experiences in each zone and a system of rotation means that all children experience a range of provision across the zones each day.

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.

5. Assessment

At Goosewell, ongoing assessment is an integral part of the learning and development processes. Key questions and foci for stages of development within areas of learning are displayed so that all staff are aware of what they are looking for and recording. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and organisation in terms of resources. Practitioners also take into account observations shared by parents and/or carers. There is a dialogue between home and school which is enhanced by the use of TAPESTRY.

Parents receive 3 reports about their child throughout the school year. At the end of term 1, an overview of how the child has settled and 3 targets gauged by Baseline results are shared.

At the end of the Spring term, a reflection of where their child sits in terms of Reading, Writing, Maths and PSED is presented and then in term 5, 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.

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.

Home visits and a welcome meeting are the starting point for forging strong relationships between school and home.

Parents and/or carers are kept up to date with their child's progress and development at regular intervals throughout the year. Workshops and information sessions take place throughout the year so that parents are fully informed as to how their children are taught and learn and how they can support at home.

TAPESTRY is used as a way of keeping parents as close to the daily experiences of their child as possible and also as a way of them sharing extra- curricular experiences beyond school.

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.

7. Safeguarding and welfare procedures

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

Reviewed annually

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	School website http://www.goosewell.plymouth.sch.uk/web/policies
Procedure for responding to illness	School website http://www.goosewell.plymouth.sch.uk/web/policies
Administering medicines policy	Medicines in School Policy http://www.goosewell.plymouth.sch.uk/web/policies
Emergency evacuation procedure	School Emergency Plan
Procedure for checking the identity of visitors	Safeguarding policy and procedure School Visitor Safeguarding Guide
Procedures for a parent failing to collect a child and for missing children	Safeguarding policy and procedure
Procedure for dealing with concerns and complaints	School and Reach website http://www.goosewell.plymouth.sch.uk/web/policies