

EARLY YEARS FOUNDATION STAGE POLICY

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1. Aims

The 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 statutory framework for the Early Years Foundation Stage (EYFS) for 2023

3. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

3.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. Planning within EYFS usually starts by introducing a theme, which normally lasts about half a term. The EYFS teacher will use these plans as a guide for weekly planning. However, the teacher will alter teaching in response to the needs (achievements and interests) of the children. Weekly planning is then changed to reflect the children's needs and interests. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

3.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

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. Assessment

At Perran-ar-worthal School, ongoing assessment is an integral part of 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).

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:

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- 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 upon request.

5. Working with parents and carers

We recognise that parents are children's first and most enduring educators. We value the contribution they make and the role that parents have played, and their future role, in educating their children. We will support them in doing this by:

- Inviting all parents to a welcome meeting during the term before their child starts school, with opportunities to chat to school staff and class teachers. This also involves the teacher speaking on a 1-1 basis with each parent
- Sending each family an EYFS Class booklet before the children start school with lots of relevant information about the EYFS and what to expect.
- Establishing good links with and smooth transitions for the many children who come from local Pre-schools. Once the school knows which pre-schools the children are based at, the class teacher arranges to visit each child in their setting prior to the Learning Together sessions, if this is possible.
- Offering additional meetings with parents and individual transition sessions if required.
- Inviting children who have not attended Pre-school to visit the school before they start in September. The teacher will arrange a home visit if necessary.
- Offering parents regular opportunities to talk about their child's progress and allowing parents to look at their child's learning journey. The class teacher holds termly 1-1 meetings with the parents and Tapestry is used as an ongoing communication between school and home.
- Use Class Dojo to share whole class learning and communicate with parents.
- Encouraging parents to talk to their child's teacher if there are any concerns. The teacher will be available to have meetings outside of termly review meetings as necessary.
- Parents can download the Learning Journey through the Tapestry Programme. Where a parent is not able to download this document, the school will provide a printed copy for a small fee.
- Offering a range of activities throughout the year that encourage collaboration between child, school and parents: topic talks, class assemblies, sports day, family day, etc. These can also include any additional pictures or comments parents upload on to the Tapestry Programme and any Home Learning Challenges that children bring in to share in school

6. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

7. Monitoring and review

The EYFS teachers are responsible for implementing the requirements of this policy.

All teachers are observed by the head teacher on a regular basis.

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The EYFS governor also observes practice within the Early Years.

The governors will review this policy annually and receive a report by staff on its implementation.