




Early Years Foundation Stage (EYFS) policy

Policy Review Details	
This policy will be reviewed by the governing body in accordance with the Policy Review Schedule	
Date of Issue: September 2021	
	
Chair of Governors' Signature	Headteacher's Signature
Date of next review: September 2023	

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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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS setting has a nursery class and a Reception class.

The Nursery class can have up to 25 children on a full-time basis. Our Nursery is funded by the Local Authority. Applications for a place in our Nursery can be completed via the Salford admissions website.

4. 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 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

Themes and First-hand experiences are used as starting points for planning. Planning for children at such an early age needs to be flexible and give children opportunities to revisit, repeat, and spend prolonged periods of time at, activities of their own choosing.

Practitioners plan focussed and enhanced activities, both inside and outside, for whole classes, groups, pairs or individuals according to prior experiences, stage of development, learning style and knowledge from observations of 'next steps'.

We use weekly and half-termly planning and revisit plans to evaluate provision and learning. Half-termly planning identifies the intended learning and weekly themes. Weekly planning shows the focused activities indoors and out, enhancements for play areas.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

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, both inside and outside. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Staff

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.

In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experiences and interest, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning and developmental needs;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;

- Monitoring children's progress and taking action to provide support as necessary. This may involve multi-agency support for some of our children.

5. Assessment

At St George's, on-going 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. Both staff and parents/carers can use Tapestry to record observations of the children.

When a child is **aged between 2 and 3**, staff 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.

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:

- 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 Birth to 5 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 believe that parents and carers are the first educators of their children and have a vital role to play in the continuing education of their child. We recognise the role that parents/carers have played, and their future role, in educating the children. We acknowledge this by:

- Talking to parents about their child starts at our school;
- Offering parents regular opportunities to talk about their child's progress in our EYFS;
- Being available to talk to parents/carers daily about their child's progress. We have parent conferences each term during which the practitioner and parent/carer discuss progress and development. The child's Profile is discussed and parent/carer is offered the opportunity to make a written contribution.
- Having flexible admission and induction arrangements that enable children and parents/carers to become secure, and by allowing time for practitioners to get to know children and their families so that relevant next steps in planning and organisation are meaningful and truly relevant;
- Arranging for children to start Nursery over the first half-term. We stagger the starting time of each child over this period so that the practitioners can welcome each child individually into our setting. We actively involve parents/carers in settling their child during the induction period.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers.

- Offering a range of activities that support the involvement of parents.

7. 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

We follow [statutory guidance](#) for safety around supervised tooth brushing.

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

8. Monitoring arrangements

This policy will be reviewed and approved by the Deputy Headteacher & EYFS Lead every 3 of 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 – School Website
Procedure for responding to illness	See health and safety policy – School Website
Administering medicines policy	See supporting pupils with medical conditions policy – School Website
Emergency evacuation procedure	See health and safety policy – School Website
Procedure for checking the identity of visitors	See child protection and safeguarding policy – School Website
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy – School Website
Procedure for dealing with concerns and complaints	See complaints policy – School Website