

# FELSTED PRIMARY SCHOOL

EYFS POLICY – OCTOBER 21



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be positive
- Be the best you can be
- Save our world!

|                                 |                                  |
|---------------------------------|----------------------------------|
| <b>Headteacher:</b> Mrs Collins | <b>EYFS Leader:</b> Miss Wiseman |
| <b>Next Review Date:</b>        |                                  |

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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
- Close partnership working between practitioners and with 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](#).

## 3. Structure of the EYFS

At Felsted Primary School we have 1 reception class, offering a total of 30 places full school time hours.

## 4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

## 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

## 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.

As the year progresses, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for their next stage of education.

## 5. Assessment

At Felsted 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. This is all completed on tapestry. Practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. This is discussed in pupil progress meeting half termly to ensure we continue to be ambitious for all pupils.

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 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.

The profile is moderated internally (referring to the Development Matters [guidance](#) and our own in school curriculum documents) 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 practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Termly assessments and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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 good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We also teach E-safety across our EYFS in age appropriate ways.

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 Senior Leadership Team every year.

At every review, the policy will be shared with the governing board for ratification.

## 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 policy (website)                               |
| Procedure for responding to illness   | See Health and Safety policy (available on request from the office) |
| Administering medicines policy  | See Supporting pupils with medical conditions policy (website)      |
| Emergency evacuation procedure  | See Critical Incident Policy (available on request from the office) |
| Procedure for checking the identity of visitors                             | See Child Protection policy (website)                               |
| Procedures for a parent failing to collect a child and for missing children | See Child Protection policy (website)                               |
| Procedure for dealing with concerns and complaints                          | See Complaints policy (website)                                     |