



Early Years and Foundation Stage (EYFS) Policy

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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](#).

3. Structure of the EYFS

At Queen's Hill Primary School, we have Nursery and Reception classes.

Our Nursery is available for children aged 3-4 years old and offers a maximum of 15 hours a week for each child. Parents/carers can state whether they prefer their child attends morning (8:30-11:30am) or afternoon (12-3pm) sessions. Eligible parents will be able to access their funded entitlement hours. Where places are still available, we may offer these in order of age priority (eldest first) in the spring and/or summer term ie some children may experience up to five terms in Nursery before starting in Reception.

There are up to three Reception classes for children aged 4-5 years old. The school day starts at 8:30am and finishes at 3pm

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 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.

EYFS Framework

The prime areas are: (3)

i. Communication and language

1. Listening, Attention and Understanding
2. Speaking

ii. Personal, Social and Emotional Development

1. Self-Regulation
2. Managing Self
3. Building Relationships

iii. Physical Development

1. Gross Motor Skills
2. Fine Motor Skills

The prime areas are strengthened and applied through **4 specific areas:**

i. Literacy

1. Comprehension
2. Word Reading
3. Writing

ii. Mathematics

1. Number
2. Numerical Patterns

iii. Understanding the World

1. Past and Present
2. People, Culture and Communities
3. The Natural World

iv. Expressive Arts and Design

1. Creating with Materials
2. Being Imaginative and Expressive

“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.” Development Matters Sept 2020

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three 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.

Staff use the year groups whole school's plan to create medium term plans, with the intention for these to be adapted throughout the term in response to the children's interests. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Staff consider the use of the indoor and outdoor environment when planning. Staff use the Read Write Inc. program to teach phonics systematically. NCETM materials are used to teach maths with a mastery approach.

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

At Queen's Hill Primary School, outdoor learning is integral to our curriculum and has a huge benefit on our children. Because of this, all children in EYFS access the outdoor area available. Reception also visit the school's offsite outdoor classroom to enhance their learning.

5. Assessment

At Queen's Hill 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 our online platform - Tapestry.

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

Parents and/or carers are kept up to date with their child's progress and development. This is mainly achieved through photographs, videos and written observations recorded on Tapestry. Staff also communicate via email, telephone and face-to-face regularly to communicate updates and concerns with parents and/or carers. Further to this, an annual written report is produced by class teachers for parents and/or carers and parents' evenings are held throughout the year. The finalised EYFS profile, produced at the end of Reception, 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 Chair of Governors every year.

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
Procedure for responding to illness	See First aid policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy and fire safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy