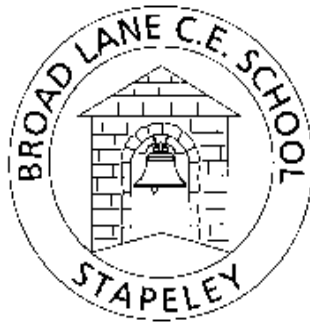


# Early Years Foundation Stage (EYFS) policy

Stapeley Broad Lane C of E Primary School



Approved by:

Date:

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May 21

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### 1. Aims

- To provide a secure, caring, and well-resourced learning environment both inside and out which gives a broad and balanced curriculum providing them the broad range of knowledge and skills needed for good progress through school and life
- To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- To enable their early development to take place within the caring and nurturing environment of Stapeley Broad Lane, in line with the ethos and values, which the school upholds and promotes.
- To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

### 2. Principles:

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

In order to achieve the above aims Stapeley Broad Lane school staff and governors will provide a curriculum for the EYFS (Reception Class) based on the following principles, which will establish the foundations that underpin all future learning:

- Develop positive attitudes and dispositions towards learning and foster the development of positive behaviour and social interaction skills.
- Promote and develop personal, social and emotional well-being.
- Encourage the development of self-confidence and positive self-awareness.
- Enable children to develop the skills of attention, concentration and persistence.
- Encourage and develop language and communication skills.
- Develop early reading and writing skills
- Develop early mathematical skills and concepts.
- Develop an understanding of the world in which children live
- Enable children to be creative in their responses to their world and in their development of skills.
- Encourage children to develop their imagination through the exploration of media and materials.
- Promote healthy and safe physical development – both gross and fine motor
- Encourage independence and ownership of own learning.

### 3. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. At Stapeley Broad Lane school Christian values underpin all teaching, learning and conduct, providing a context in which children's spiritual, moral and social development may take place.

Play underpins the delivery of all the EYFS.

The EYFS principles guide the work of all practitioners, there are four themes:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development.

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

The above also refers to our practice of cross-curricular teaching and learning which encourages children to make links and practice skills in a relevant and interesting way.

#### 3.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children 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.

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

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 Stapeley Broad Lane school, ongoing assessment is an integral part of the learning and development process. Staff are involved in daily observations and assessment throughout the Reception Year; they include child-initiated

tasks and teacher led activities in the inside and outside learning environments. Observations and samples of work are recorded using each child's 'learning journal' (Learning Book). Data is entered electronically onto the school's data-tracking programme at the end of each term. The EYFS Profile will be completed at the end of the Reception Year; data will also be sent to Cheshire East.

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
- 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 at the end of the summer term.

At the end of Reception Year, all attainment data is shared with the Year 1 teacher for continuity during transition.

## **5. Induction and Home-school Links**

Summer term

A Parent information evening is held in June for parents of the prospective Reception group. The purpose of this meeting is to welcome all our families to the Stapeley Broad Lane family, to disseminate important information, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children.

EYFS staff will make links with pre-school settings and where possible EYFS staff will visit children in their pre-school setting to meet them.

Children are invited to attend 3 taster sessions, building up in time and staying for lunch during the last session.

Autumn Term

In the first week of term, children will attend school on part-time. After this children will attend full-time.

## **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 through parent's evenings biannually and the end of year report. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents are encouraged to comment on their child's observations through Learning Book and send in any 'Home' achievements through the use of 'Wow stars'.

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.

## **6. Inclusion in the EYFS**

At Stapeley Broad Lane School we believe that all children matter and have equal rights – irrespective of the child's special educational needs, disability, gender, creed or ethnicity. We are a fully inclusive school as described in the school's Equality policy. We give our children every opportunity to participate in a wide range of experiences in order to help them to achieve their best. We do this by taking account of each child's learning style, communication needs, disability and range of life experiences when we are planning for their learning. This is outlined in the Accessibility Plan.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in a range of other policies, including the safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by EYFS lead every 2 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
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy