

Early Years Foundation Stage (EYFS) policy

Middle Barton Primary School



Approved by:

Kim Griffin and Governing
Body

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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 Early years foundation stage statutory framework-

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

3. Structure of the EYFS

At Middle Barton Primary School children are admitted to Reception in the September following their fourth birthday. The staff consists of a Class teacher and an Early Years Teaching Assistant.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from **January 2024**.

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

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 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, 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. Staff 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 and begin the transition to more formal learning, ready for year 1.

5. Assessment

At Middle Barton 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. 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). They also undertake a school baseline assessment, this acts as a snapshot of the child at the beginning of the year.

At the **end of the EYFS**, pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

Each half term the children have a focus week. Within this week the focus child is observed and next steps in learning are identified. Parents are invited to contribute at the beginning of the week and the observations and next steps are shared with the parents.

We use a school assessment system called Hello Data which is updated termly to track progress against the EYFS curriculum.

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. The half termly focus week and weekly Class Dojo updates 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.

We hold regular information sessions to share with parents and carers what learning looks like in EYFS. For example a phonics talk, an introduction to EYFS session, and early reading and maths.

We hold half termly stay and play sessions. Parents are invited into the classroom to learn alongside their children.

7. Safeguarding and welfare procedures

We follow the whole school safeguarding policy alongside Keeping Children safe in Education. We have school Designated Safeguarding Leads who are known to all adults.

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

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 Headteacher and Early Years Teacher annually.

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

9. Inclusion

We value the diversity of individuals within the school and believe that every child matters. All children at Middle Barton School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. In the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage.

We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;

- Planning challenging activities to meet the needs of ALL children including, children with special educational needs and/or disabilities, children from all social and cultural backgrounds, children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children’s progress and taking action to provide support as necessary (such as referrals to speech therapy) as necessary.
- Working closely with parents, carers and other outside agencies to ensure all children’s needs are met and we enable them to access the curriculum and make good progress.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS
Safeguarding policy and procedures
Procedure for responding to illness
Administering medicines policy
Health and Safety Policy
Procedure for dealing with concerns and complaints