

Early Years Foundation Stage Policy

Date	Review Date	Coordinator	Nominated Governor
September 2022	September 2023	Lucy Harris	Governing Body

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

Our EYFS provision has the capacity to accommodate a cohort PAN of 37. The children are split between a pure Reception class (Oak) and a Reception/Year 1 class (Acorn). Both classes are supported by a teacher and Teaching assistant.

4. Curriculum

Our early years children follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS frameworks outlines the Characteristics of Effective Teaching and Learning and the 7 areas of Development.

The Characteristics of effective teaching and learning are organised into three stands and are essential components in supporting the children to become independent and self-regulating learners.

These are:

- **Playing and exploring**-Children are encouraged to investigate and experience things with a 'have a go' attitude.
- **Active Learning**- Children concentrate and keep on trying, even when they encounter difficulties, and enjoy their achievements.
- **Creating and thinking critically**- Children have and develop their own ideas, make links between their learning and experiences, and develop strategies for doing things.

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

Communication and language development underpins all areas of learning within the early year's curriculum and through provision, teaching, learning, and planning.

The prime areas of learning are particularly important for igniting curiosity and an enthusiasm for learning, and for children to build relationships to thrive as a learner. Planned learning around these key areas supports children's progress and development, enabling them make connections and process information into their thinking and learning. Children's physical skills develop alongside their social skills and supports their independence and confidence as a learner.

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

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These prime areas of learning provide the context for the development of knowledge and understanding. New learning is introduced and supported through a topic-based approach but is adapted to and reflects the children's needs and interests.

4.1 Planning

Staff carefully plan activities which enable pupils to link personal experiences with new learning, providing a range of contexts to revisit, practise, apply and develop their knowledge and skills. Emphasis is placed upon the importance of developing language skills within and alongside provision.

Staff 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 carefully consider how resources, provision and approaches to teaching can be adapted to support their specific needs. Where specialist support is required, staff will meet and discuss with the parents and make referrals to relevant services from other agencies, where appropriate.

www.longleaze.wilts.sch.uk/wp-content/uploads/2022/09/SEND-Policy-2022.pdf

Staff are reflective in their practice and evaluate the effectiveness of planned provision within the inside and outside learning spaces. In planning and guiding children's learning, staff reflect on and respond to the children's needs, levels of interest and engagement and to 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 carefully consider, select and review the resources needed to support learning. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children's development allows, the balance gradually shifts towards more adult-led learning, to help children prepare for a more formal curriculum in year 1.

Staff interactions with children during planned and child-initiated play, provide rich opportunities for communicating and modelling language, showing and explaining, demonstrating and exploring ideas, encouraging and questioning through a narrative. It also supports children to build and develop effective relationships with their peers.

5. Assessment

At Longleaze 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 identify developmental gaps, support differentiation, shape future planning and provision and highlight a child's next steps.

Observational assessments may be shared with parents through Tapestry our online learning journal.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). This information is shared with parents and/or carers, if they request it during the first parents evening.

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. Information is regularly shared via Tapestry, formal and informal meeting, RBA and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

All teaching staff are a key person for the children within their class to help to ensure that their learning and care is tailored to meet their needs. The staff support parents and/or carers in guiding their child's development at home and help families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

www.longleaze.wilts.sch.uk/wp-content/uploads/2022/10/CP-policy-September-2022-Amended.pdf

8. Monitoring arrangements

This policy will be reviewed and approved by Lucy Harris, EYFS Lead annually.

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