

Early Years Foundation Stage Policy (EYFS) Checkendon C.E. Primary School

This policy supports the school vision

SEEKING ↪ **SERVING** ↪ **SOARING** ↪



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Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum	2
5. Assessment	3
6. Working with parents.....	3
7. Safeguarding and welfare procedures	4
8. Monitoring arrangements	4
Appendix 1. List of statutory policies and procedures for the EYFS	5

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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

In our school, EYFS comprises Reception Year pupils (YR) only. They have their own designated classroom and class teacher and most of their learning takes place here or in the adjoining outdoor learning area or school grounds. Some activities are joint with Y1 and Y2; typically, these include Kaleidoscope Days (off timetable), sports lessons and music projects.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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

Members of staff plan activities and experiences for children that enable children to develop and learn effectively.

Members of 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. To provide effectively for children with special educational needs or disabilities, staff consider whether specialist support is required, linking with relevant services from other agencies, if appropriate.

In planning and guiding children's activities, practitioners 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. 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.

5. Assessment

At Checkendon School, ongoing assessment is an integral part of the learning and development processes. Members of 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.

During YR, parents are provided with snapshot reports in October and in February; and there is a parents' evening in February which is an opportunity to discuss areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, the class teacher completes 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 as part of the Annual Report

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. The progress check and 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. In our school, the key person is the Reception Class Teacher.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Achievement Committee 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 Illness Policy
Administering medicines policy	See Medication Policy and DfE Supporting Pupils with Medical Conditions guidance, which the school has adopted
Emergency evacuation procedure	See Critical Incident and Emergency Procedure
Procedure for checking the identity of visitors	See External Visitors Policy
Procedures for a parent failing to collect a child and for missing children	See Late Collection of Children Policy
Procedure for dealing with concerns and complaints	See Complaints Policy