

Early Years Foundation Stage Policy



Approved by: 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
- 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

At Heckmondwike Primary School, the EYFS is divided into three parts;

- N1 Nursery for two-year olds (up to 16 places mornings only)
- N2 Nursery for three-year olds (26 morning places and 26 afternoon places)
- Reception (two classes of 30 children)

N1 nursery may be used by children whose parents are eligible for government funding or, if places are available, parents may pay for places in the provision.

N2 nursery caters for children entitled to 15 hours funded nursery provision. Parents may choose to top up to 30 hours if places are available.

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

Planning and Teaching

Our early years setting follows the principles laid out by early years specialists Anna Ephgrave and Alastair Bryce-Clegg.

Practitioners use 'in the moment planning to observe, respond and interact with children to support and extend learning within the learning environment.

The organisation of our learning environment and its resourcing are carefully selected following a 'gap-strength analysis' of each cohorts needs on a termly basis.

In reception, teachers plan for small group phonics sessions following the Letters and Sounds programme and small group maths sessions to further develop children's maths and literacy skills.

5. Assessment

At Heckmondwike Primary School, staff observe pupils and engage with parents daily in order to understand the needs and interests of each child and their family.

Practitioners use the EExAT tracker to formally assess pupils termly and use this information to plan to meet the children's learning needs and highlight children who may need additional support.

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.

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 ongoing dialogue with parents and planned termly meetings or reports. The 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.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by the Foundation Stage Lead every two years.

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

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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