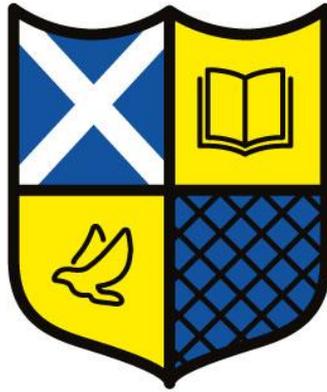


# Early Years Foundation Stage policy

## St Andrew's Primary School



**Approved by:** Teaching and Learning Governors  
Committee

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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

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At St Andrew's children join us on a phased introduction at the beginning of the school year in which they are five. It is at the discretion of Governors if a child's entry into Reception can be deferred due to individual exceptional circumstances. There are three classes each taught by a teacher and supported by a teaching assistant. All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in Reception to build upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents, previous settings, external agencies and all school staff work effectively together to support children's learning and development.

## 4. Curriculum

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum. There are seven areas of learning and development that must shape educational provision in all early years' settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across these areas of learning. They require a balance of adult led and child initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- 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. Learning intentions are taken from the developmental matters in the EYFS framework. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. 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. Planning is based upon themes with discrete phonics, maths and literacy direct teaching.

## 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.

## 4.3 The Learning Environments

We create attractive, welcoming and stimulating learning environments which will encourage children to explore, investigate and learn through firsthand experience. We also make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. One afternoon each week is dedicated to outdoor learning in the wider school grounds through a Forest School approach.

## 5. Assessment

At St Andrew's ongoing assessment is an integral part of the learning and development processes. In Reception we use two types of assessments; formal and summative. Formative assessment: This informs everyday planning and is based on continual observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations and other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents. Each child has an individual online Learning Journal on Tapestry, Maths folder and writing folder in which this evidence is stored. 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 through our online learning journal Tapestry. Pupil progress is tracked using the whole school system Target Tracker in line with the rest of the school.

Summative assessment: At the end of the Reception year the EYFS Profile is completed which provides information of a child's knowledge, understanding and their progress. The Profile reflects the on-going observations and assessments which have been made during the year. Practitioners 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')

Staff also report on the children's characteristics of learning. The results of the profile are then shared with parents and/or carers and year one teachers.

## **6. Working with parents**

At St Andrew's we recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Reception staff meet with each family individually prior to the children starting in September to discuss individual needs and to help build the relationship between school and the family. Throughout the year we use an online learning journal called Tapestry which enables parents and carers to see photographs and observations of the children's progress. Parents and carers can also add their own observations to contribute towards assessments. Parent and Carer workshops are held throughout the year with a focus on phonics, reading and maths. Learning together sessions run in the spring term and give parents and carers the opportunity to work alongside the children and staff with the specific focus on phonics reading and maths. Two formal meetings are held throughout the year to update on progress. An open door policy ensures that parents and carers feel able to discuss individual needs with class teachers at any time. Termly topic plans are sent home to inform parents and carers of what will be covered in the forthcoming term. The EYFS profile provides parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of the Reception year.

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

At St Andrew's we provide a welcoming, safe, secure and stimulating environment enabling all children to develop into independent and confident individuals. Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Early Years Leader and Governors 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.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
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