

# Early Years Foundation Stage Policy

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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 Baston CE Primary School, our early years setting caters for one cohort of up to 25 pupils in accordance with our Published Admission Number (PAN). We will accommodate a maximum of 30 pupils if required to do so by the Local Authority (LA). We employ one full time teacher and full time TA cover.

## 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**

Staff plan activities and experiences for children that enable individuals to develop and learn effectively. In order to do this, practitioners 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, 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 caring, positive interaction.

At Baston CE Primary School we concentrate on providing a good balance between indoor and outdoor education. There will always be a wide and varied range of learning activities for children to experience both inside and outside the classroom.

### **5. Assessment**

A 'Baseline Assessment' will be completed for each child on entry to Baston CE Primary School. The school will ensure that the materials for/provider of the baseline assessment is in line with national expectations and is fit for purpose. The baseline assessment will be completed across the first few weeks of the autumn term and data will be gathered, used and shared as required.

At Baston CE Primary School, ongoing assessment is an integral part of the learning and development processes. In the early years, this practice is especially prominent. Staff observe pupils at work and play to identify their strengths and areas for development. These ongoing observations also provide key evidence for wider judgements to be made when assessing overall outcomes. All evidence gathered is used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

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. At Baston CE Primary School this is done online via Tapestry.

## 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. At Baston CE Primary School we ensure that this is made possible by encouraging parents and carers to login regularly to Tapestry to see the daily work of their child/ren. We also encourage parents and carers to make contributions to the profile from home. 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. At Baston CE Primary School, the key person for each child in the cohort is the class teacher.

## 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 [insert name and role] every [number] of years.

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

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

This checklist outlines the policies and procedures that we must have according to 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 attendance policy
Procedure for dealing with concerns and complaints	See complaints policy