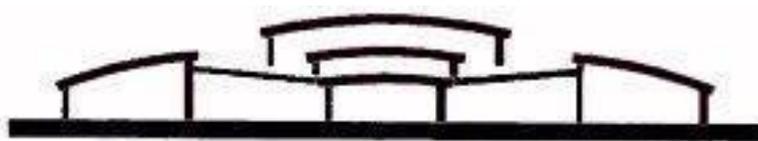


Early Years Foundation Stage (EYFS) policy

Sandhills Community Primary school



Approved by:

Emma Coleman

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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
- 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Children attend the Early Years Foundation Stage Class from September following their fourth birthday. They are welcome to attend full-time from then, however some families prefer a staggered start (to aid transition) which is also available.

4. Curriculum

Our class follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

At Sandhills Community Primary School, we aim to ensure that our pupils learn the skills and knowledge that will prepare them not just for the next stage of their educational journey, but will also develop their understanding of themselves and what it means to be a citizen of 21st century Britain. As part of this aim, we seek to develop young people who will make a positive contribution to their school, local and wider community.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion or belief, sex and sexual orientation, . The subject content of our curriculum is set out in progression documents and long term plans for each subject area. These make clear what knowledge and skills we expect children to learn at each point throughout their

time in primary school. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles below.

Principle 1: All learners are of equal worth

Principle 2: We recognise and respect difference

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

Principle 6: We consult widely

Principle 7: Society as a whole should benefit

Principle 8: We base our policies and practice on sound evidence

Principle 9: We work towards measurable equality objectives

We want to ensure that every child experiences the joy and challenge of learning. They do this through learning within a coherent and progressive framework that allows them to build on what they have learnt already as they progress through the school. In doing so, they are fully prepared for each next step and have the knowledge and skills they need to make sense of new information and new ways of doing things. It is important to us that we enable children to develop curiosity as a learner and to be able to reflect on their learning. It is equally important that we prioritise developing children's confidence and belief in themselves and support the development of their own core values that will guide their decisions throughout their lives.

4.1 Planning

We aim to provide a range of topics spread across the traditional subject areas that children enjoy and take pleasure in their learning and allow them to explore the breadth and depth of the National Curriculum and beyond and develop a rich and deep subject knowledge. We plan experiences that support the understanding of British Values and allow children to learn how to respect themselves and others. We give children opportunities to go on trips, have expert visitors in school and celebrate the topics with topic days in order to enrich the children's experiences of learning.

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, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

We follow the RLT Core principles of Early Years Learning:

1. The unique child
2. Positive Relationships
3. Enabling environments with teaching and support from adults
4. Learning and development

Each area of the EYFS is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Many of our pupils have rich and diverse experiences in their home-life that they can apply to other areas of their lives, including learning at school, but this is not true of all of our pupils and we need to plan learning and experiences carefully so that all of our pupils have the background knowledge and skills they need to get them started on each new area of learning.

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

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

The impact of the curriculum is measured through a combination of ongoing formative assessment and formal summative assessments at three points during the year. When assessment information shows children have not learnt the relevant skills or knowledge in Maths and English, additional support is put in place to close any gaps. Attainment and progress in Foundation Subjects is tracked using Target Tracker. The information collected is used by teachers to support future planning. The impact of the curriculum can also be seen through the work in books and work displayed around the school. It is also seen in the progress the children make towards being ready for the next step in their educational journey as independent, knowledgeable learners.

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. 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.

Parents and/or carers are kept up to date with their child's progress and development. Regular communication, learning journeys and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents are encouraged to talk their child about their learning, prompted by a set of slides sent home each week.

Parents are welcomed into school to participate in stay and play sessions, topic WOW days and other initiatives such as 'mystery guest reader.' Parents can contact staff through a direct email address and class telephone number.

7. Safeguarding and welfare procedures

Every child's safety and welfare is prioritised. Staff follow stringent procedures for end of the day collection, snacks/meals, and keeping children safe at school. Regular safeguarding training and updates are attended by all staff.

We promote good oral health, as well as good health in general, in the early years by incorporating these topics into our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every 2 years.

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
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
Prevention of Choking	See choking in the EYFS risk assessment