

# Early Years Foundation Stage (EYFS) policy

**Linacre  
Primary  
School**

<b>Approved by:</b>	(Head Teacher)	<b>Date:</b> October 2019
<b>Last reviewed on:</b>	September 2022	
<b>Next review due by:</b>	September 2023	

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## 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/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

We will provide:

- A broad, carefully planned and sequenced curriculum, ensuring new knowledge and skills build on what has been taught before and towards clearly defined end points.
- A curriculum where knowledge and skills are constantly revisited and refreshed to ensure that they become embedded as there has been an alteration in the children's long-term memory.
- A curriculum that encourages a positive attitude towards learning, curiosity and analytical thinking and develops creativity and independence
- A curriculum and environment which builds on the interests, strengths, talents and experiences of all our pupils, providing the 'cultural capital' they need to succeed in life.
- Widening of horizons and raising aspirations
- A curriculum that provides equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support, regardless of individual ability

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Linacre Primary School, children can join our Nursery class immediately after their 3<sup>rd</sup> birthday and join Reception in the academic year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

### **A Unique Child:**

We meet the needs of all our children and encourage them to achieve their personal best through:

- Using assessment information from all adults who work with the child, including parents, to plan experiences that build upon and extend children's knowledge, experiences and skills;
- Providing learning experiences, which reflect children's interests. Staff plan provision areas and lessons in accordance with the interests and skills of the children.
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a safe and supportive learning environment in which the contribution of all children are valued;
- Providing a curriculum and using resources, which reflect gender, cultural diversity and are free from discrimination and stereotyping;
- Identifying any child with potential special needs at the earliest possible opportunity. Assessment information is gathered, which takes into account contributions from a range of perspectives. Concerns are always discussed with parents/carers at an early stage and the SENDCO is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEND policy;
- Planning challenging activities for all children including the most able. Early intervention is used to support pupils in specific areas as soon as it is identified.
- Monitoring children's progress and taking action to provide support as necessary.

### **Positive Relationships:**

At Linacre Primary School we recognise that children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. It is vital that we provide parents with opportunities to communicate their child's achievements and interests at home so that we can build upon them at school. We also recognise that for parents to continue to support their child they need to be kept informed about: their child's learning at school, the curriculum and effective teaching strategies. Strategies for successful parent partnership include:

- Talking to parents/carers before their child starts Nursery or Reception.
- Providing a starter information pack about commencing Nursery or Reception
- Offering induction sessions
- Liaising with previous settings.
- Continual sharing of information about the child between staff and the parent or carer using an online learning journal (Tapestry).
- Encouraging parents to talk to the child's teacher or key person on a daily basis if there are any concerns.
- Providing formal meetings for parents twice a year at which the teacher and the parent discuss the child's progress;
- A detailed report on their child's attainment and progress sent out at the end of each school year.
- Keeping parents up to date using Tapestry and weekly school newsletters.
- Inviting parents to attend workshops to explore how we teach Phonics/Reading, Maths and Writing
- Hold regular EYFS team meetings to discuss assessments, planning, individual children, research
- Moderate work with other local settings
- Participate in projects which allow us to share good practice and enhance our own provision

### **Enabling Environments:**

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. Our rich and varied environment supports children's learning and development. The Nursery and Reception environments are carefully planned to ensure that all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon the current

assessment and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

## Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language;
- Physical development;
- Personal, social and emotional development

And four specific areas:

- Literacy;
- Mathematics;
- Understanding the world
- Expressive arts and design

Achievement of these prime areas and specific areas of learning is through the characteristics of effective learning, which are:

- Playing and exploring;
- Active learning;
- Creating and thinking critically

## Our EYFS Curriculum

- Is at the heart of our learning journey approach
- Is distinctive, innovative and strategically planned
- Is reviewed in the light of national developments, new thinking and research
- Introduces challenging, engaging and real life problems
- Strives to encourage and develop a love of learning
- Allows learning to happen within a child centred approach
- Ensures resources and apparatus are available to support learning at every stage of development and in every area of the EYFS curriculum
- Ensures all areas of learning are regarded with the same level of importance and interlinked in learning
- Includes fundamental British Values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings
- Ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live.
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## Planning

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice, ensuring that activities allow for Characteristics of effective learning to be demonstrated and embedded. Children are encouraged to challenge themselves through self selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop learning.

Activities based on skills will often be led by adult facilitators in the classrooms. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding. Child-initiated activities may be instigated when a child brings something to the setting, which in turn might lead to the provision of resources, stories and pictures to support this interest.

Staff plan activities and experiences for children that enable children to develop and learn effectively.

Staff also take into account the individual needs, pupil interests, and stage of development for 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. Planning always takes into account children with individual needs, in line with the school's Inclusion Policy.

## 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. Staff are well trained to develop conversation in a way which is appropriate and moves pupil's learning forward, as rapidly and as effectively as possible.

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 the transition to Year 1.

Children have a daily Mathematics and Phonics input in Reception and in addition follow a topic, per half term. In Nursery the children will have focussed tasks and inputs during the week, guided by their interests and again a familiar text linked to a chosen topic. Pupil's personal interests also guide teaching and learning throughout Nursery and Reception.

The children in early years have regular access to our outdoor provision, which is enhanced with quality resources, in order to provide high quality provision, linked to the areas of learning and development. Long term planning and other relevant documentation related to early years can be accessed via our school website.

## Assessment

At Linacre Primary School on-going formative assessment is at the heart of our early years practice.

We make regular assessments of the children's learning and we use this information to ensure that future planning reflects identified needs. Practitioners continually assess children's learning and use this information to plan children's future learning experiences. Observations of key learning moments are recorded on Tapestry. All adults who are part of the child's life are encouraged to be involved in the assessment process, including parents (through parent meetings and Tapestry.) Information is regularly shared with parents. Children are also encouraged to reflect on their own learning, through speech bubbles on work displayed. If information should need to be shared with any outside agencies, for the benefit of the individual child, then it will be done so, always adhering to Data Protection Policy.

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 then shared with parents and/or carers. This information is also shared with Year 1 teachers to ensure a smooth transition into KS1.

We ensure our end of EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction;
- Our environment allowing the child to flourish to their full capacity;
- Our assessments including contributions from a range of contributors, i.e. parents, outside agencies, support staff and other relevant adults;
- Moderation across the EYFS team and by SLT and
- Moderation with pre-school, Year 1 teachers and Local Authority.

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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.

Parents/Carers are given the opportunity to meet with their child's class teacher twice a year, in a formal parents meeting and they receive a written report on their child's achievement at the end of the Summer Term. This final written report will include what the pupil has achieved in relation to the Early Learning Goals.

More informally we meet with parents/carers throughout the school year as and when necessary to discuss their child's particular needs. We have an open door policy and staff are always on hand to discuss any queries or concerns.

## Safeguarding and welfare procedures

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

This policy will be reviewed by Nicola Martin (EYFS and KS1 Lead) shared with key Early Years staff and approved by Elizabeth Gunnion (Head Teacher) and Governors, annually.

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 health and safety policy 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 child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Safer recruitment

Missing Child Policy

Intimate care policy

Data Protection

Behaviour Policy

Admissions Policy