

Early Years Foundation Stage (EYFS) Policy



Trinity Primary School

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Last reviewed on: January 2023

Next review due by: January 2026

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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, parents and/or carers, other agencies and the wider community. We get to know the children and their families, knowing when and how to support them.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

We will achieve this through:

- Providing a secure and stimulating place in which children and adults can learn together with confidence and enjoyment.
- Offering opportunities for children to learn as individuals and as part of a group at a pace appropriate to their development.
- Fostering creativity and curiosity, and offering opportunities which will help children develop understanding about the world in which they live.
- All adults supporting children’s esteem, confidence and positive self-image
- Promoting our **HEART** values of health, engagement, ambition, respect and teamwork, developing children who understand the needs and views of others.
- Children accessing a broad and balanced curriculum that gives them the broad range of knowledge, new vocabulary and skills needed for good progress through school and life
- Research based practice ensuring the best teaching and learning methods are used to help children progress in prime and specific areas of learning.
- Providing broad and balanced educational experiences which celebrate the richness and diversity of the society in which we live. We are opposed to racism or racist behaviour and will challenge instances of this should they occur. Girls and boys have an equal right to develop the skills they will need in order to live a full and happy life.
- An understanding that a person’s worth as a member of society is not related to social class, physical or intellectual ability and promote this view in our work with children and families

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. The framework states that:

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good

parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Trinity Primary School we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our Reception Classes.

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

3. Structure of the EYFS

There are three reception classes at Trinity Primary School, with a maximum intake of thirty children in each class. We maintain an adult/pupil ratio of 1:15 within the reception year; there is a teaching assistant in each class throughout the school day. The teachers meet weekly to plan together for the following week, to ensure equality in provision. Our learning environment includes three classrooms and shared creative area and spacious shared outdoor area. We have skilled and experienced staff in our Early Years, and in Reception we create a learning environment and build relationships which support, enhance and invite a child’s curiosity, confidence and individual competency.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. The three 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 children to develop and learn effectively. 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 warm, positive interaction. As the children’s development allows, the balance gradually shifts towards more adult-directed activities to help children prepare for the transition to year 1.

5. Assessment

At Trinity Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. Assessments are used to compare children's attainment to age related expectations using month bands in Development Matters.

Observations and assessments are recorded and tracked using Tapestry and Scholarpack to ensure rates of progress are at least good for all children, including vulnerable groups such as those with SEND, disadvantaged or summer born children. By monitoring assessment procedures regularly, we can effectively demonstrate the learning that is taking place and how each child is progressing in all seven areas of the EYFS curriculum. Progress toward the ELGs ensures a positive disposition to learn.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). 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 practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. 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 kept updated about their child's learning through a weekly EYFS newsletter. Parents are invited to attend two parent consultation meetings each school year. Reception parents are also invited to attend a workshop to explain how phonics is taught at St Trinity Primary School. This covers how the children are taught to read and write and how parents/carers can best support their child at home. Parents are also given weekly information about how they can support their child with maths learning.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

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

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

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years leader every 3 years. At every review, the policy will be shared with the governing board.

9. Linked Policies

Below is a list of the key policies linked to the EYFS Policy. However, EYFS may be linked to and referenced in other policies not listed below.

Behaviour Policy
Safeguarding and CP Policy
SEND Policy
Health and Safety Policy