

# EYFS Policy 2021

## Keelham Primary School



Approved by:

Date:

Last reviewed on:

Next review due by:

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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

We aim to ensure that all pupils 'have the best possible start in life' through quality interactions and provision within the unit. We endeavor to 'promote teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. (Statutory Framework for the EYFS 2012)

### 3. Structure of the EYFS

Keelham Primary offers a shared unit for both reception and nursery children.

There are up to 15 places available in the nursery class each academic year, but the setting allows for only 11 children to be present at any one time, due to space restrictions. If there are more applications for a nursery class than there are places available, the oversubscription criteria will be used to allocate places.

Our setting will admit 15 pupils each year into the reception class.

Pupils will be offered a full time place in the September of the academic year in which their fifth birthday falls.

If the school or parents feel that a full time place is not appropriate before the child reaches statutory school age, a deferred place or a part time place can be offered.

## 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 interconnected. 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

The Early Learning Goals provide the basis for planning throughout the Foundation Stage, the planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. Teachers working with the youngest children are requested to focus on the 3 prime areas. Teachers use cornerstones planning to influence topic based activities to ensure a range of exploratory opportunities are created, other national schemes may also be used to support planning for individual children. Phonics, English & maths sessions are planned to accommodate individual abilities and learning styles, ensuring that all children are able to learn effectively. Practitioners reflect on the different ways that children learn and include these in their practice. Provision activities are carefully planned in order to extend the children's learning whilst offering an opportunity for individual interests to shine through.

### 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 activity. Play is used as an essential part children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1." (Statutory Framework for EYFS 2012)

## 5. Assessment

Within the foundation unit staff ensure a mix of formative and summative assessment strategies are undertaken in order for the children to demonstrate their strongest abilities. The EYFS requires that assessment starts with observations, a broad range of planned objectives are targeted, allowing the children to achieve and succeed. 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. At Keelham we use an online learning journey tracker, Early Essence, to record milestones in children's learning which also encourages contributions from parents.

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.

## **6. Working with parents**

At Keelham we have a commitment to working with parents. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We aim to keep parents and carers informed of their child's progress and development through Early Essence and arranged parent consultation meetings. Regular news letters are sent to parents outlining key aims in areas of learning, as well as additional messages and information being posted on class dojo. Through effective communication, we hope that parents will share our values and ethos as well as being actively involved in school life.

## **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 Committee C every two years.

At every review, the policy will be shared with the full 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.
Procedure for responding to illness	See health and safety policy
Administering medicines policy	School office
Emergency evacuation procedure	School office
Procedure for checking the identity of visitors	See visitors policy school office
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and Lost child policy
Procedure for dealing with concerns and complaints	See complaints policy