



Early Years Foundation Stage (EYFS) policy

Approved by: Laura Cornish Date: 1st September 2020

Last reviewed on: 1st September 2020

Next review due by: 1st September 2021

Contents

1. Aims.....	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum	2
5. Assessment.....	3
6. Working with parents.....	3
7. Safeguarding and welfare procedures	3
8. Monitoring arrangements	3
Appendix 1. List of statutory policies and procedures for the EYFS	4

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

Since September 2019, the EYFS unit at Charmouth Primary School has welcomed children from the term after their third birthday. The EYFS unit therefore caters for children in nursery and reception cohorts.

The EYFS leader is Emily Morrison. In her absence, Laura Cornish is the EYFS leader.

Nursery children may attend up to full time (up to 31.5 hours) or select sessions per week for the term ahead. Charging and booking procedures are set out as part of the nursery booking form available on the school website or via the school office.

In total, there are 26 places during any one session; 15 reception and up to 11 nursery. Staffing levels ensure that there are at least two members of staff when one is a qualified teacher with the class, with three staff members when supervising the class without a teacher. Additional staff and volunteers may also support through the week.

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

In line with the whole school, the EYFS uses the Dimensions Curriculum as a basis for curriculum design and planning. The Explorers sections of the Dimensions curriculum have been designed in line with the EYFS framework. This is supplemented with phonics through Read, Write, Inc and Maths using White Rose Maths.

Staff plan activities and experiences for children that enable children 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 warm, positive interaction.

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

At Charmouth 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. Practitioners also take into account observations shared by parents and/or carers. These are recorded online via Tapestry.

Progress and attainment of all pupils is discussed and monitored at least termly, with focus areas identified for future planning.

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

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 through informal conversations at the start/end of daily sessions, updates on Tapestry and through twice annually parent consultations. 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.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Leader and Headteacher annually.

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	Safeguarding and child protection policy
Procedure for responding to illness	Health and safety policy
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation procedure	Health and Safety policy
Procedure for checking the identity of visitors	Safeguarding and child protection policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding and child protection policy
Procedure for dealing with concerns and complaints	Complaints policy