



Early Years Foundation Stage (EYFS) policy

Reviewed by:	Laura Cornish	Date: November 2022
Approved by FGB on:	23 rd November 2022	
Review Cycle:	Annual	
Next Review Due by:	November 2023	

Contents

- 1. Aims 1
- 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

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 \(EYFS\)](#).

3. Structure of the EYFS

Our EYFS unit includes children in reception and nursery cohorts. Children can join our EYFS unit when they are three years old; usually from the term after their third birthday.

Children start full time in the September after their fourth birthday. The school is willing to discuss a phased start for individuals to ensure a smooth transition.

Parents and/or carers can arrange for children in nursery cohorts to attend up to full time school hours, with the option of morning or full day sessions. Parents are able to use allocated hours or pay for additional hours, with details of costs available on the school website.

4. Curriculum

Our early years setting follows the guidance as outlined in the 2021 EYFS statutory framework for the curriculum.

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

The curriculum themes are designed around the Dimensions Curriculum in line with the rest of the school

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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, staff reflect on the different ways that children learn and include these in their practice. Regular opportunities are planned for children to develop and learn in the outdoors.

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. Staff 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. Staff also take into account observations shared by parents and/or carers.

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 as part of the child's annual report.

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 and may be further moderated by 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. We use Tapestry to support ongoing sharing of each child's learning and development and to share learning and experiences. Two formal parent consultations are offered each year, but parents and/or carers are encouraged to speak to staff at any time.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and 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 (usually the class teacher for children in reception and the EYFS teaching assistant for children in nursery) 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 policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the headteacher every year. At every review, the policy will be shared with the governing board.