

Early Years Foundation Stage (EYFS) policy

Crowcroft Park Primary School



This policy has been written to underpin our core values and priorities with particular reference to our Rights Respecting ethos.

Article 3 (best interests of the child)

Article 6 (survival and development)

Article 12 (respect for the views of the child)

Article 23 (children with disability)

Article 24 (health & health services)

Article 28 (right to an education)

Article 29 (goals of education)

Approved by: Charlotte Flower
(Chair of Governors)

Date: 22.9.2021

Last reviewed on: September 2021

Next review due by: May 2022

Contents

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

1. Aims

This policy aims to ensure:

- That all 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

At Crowcroft Park the EYFS has 2 year groups and we offer:

- Nursery - 26 full time places (3-4 years)
- Reception – 30 full time places (4-5)

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 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

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.

Activities planned and interactions between adults and children reflect the need in our EYFS to promote language development and support the children in building their vocabulary. We develop our learning environments to ensure they are 'language friendly' using visual timetables, visual cue cards and carefully labelling resources to support independence.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the child

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.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years, group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the child.

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 Crowcroft Park, 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 information shared by parents and/or carers.

When a child is aged between 3 and 4, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 staff and parents and/or carers.

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 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.

At Crowcroft Park we offer a programme of carefully planned 'Parental Engagement' activities - please see Appendix 1.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things

- The importance of brushing your teeth

We also teach E-safety across our EYFS in age appropriate ways.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the governing body annually.

This policy has been adapted from The Key (September 2021) model policy by Alison Mottram (Assistant Head teacher and EYFS Lead)

Appendix 1

Crowcroft Park EYFS Parental Engagement 2021-2022



Why we feel that Parental Involvement is important?

- Parents are the first educators and we believe a strong respectful partnership between Crowcroft Park and our parents will allow the children to thrive in our setting.
- Parents have a wealth of information about their child and building a trusting relationship means that parents feel comfortable sharing this information.
- Parents who feel valued and supported will in turn support the children and will value the education their child receives.
- The help that parents give their children at home has a very significant impact on their learning and sharing the activities and experiences we provide the children at school will enable the parents and practitioners to work together towards shared goals.

How will we undertake Parental Engagement?

This will be through:

- Holding individual meetings listening to the parents and providing clear information about their child's progress.
- Delivering Workshops to small groups of parents
- Producing newsletters to share information about what the children are learning in class
- Producing fact sheets about a range of topics
- Introducing parents to other professionals who can support the children e.g. health visitor, dental health team
- Providing action bags that can be borrowed
- Holding 'Stay and Play' sessions
- Providing 'Play Club' bags as a resource to borrow
- Video clips of lessons, activities, interactions to support home learning

Evaluation

We will record how many parents attend the meetings and ask parents for their feedback on a variety of events over the year. The feedback will allow the team to reflect upon the success of the sessions and make changes as appropriate. We will also take opportunities to discuss with parents what they would like support with and try where possible to include this in our own programme.

Autumn Term – Focus Ready to Learn

The focus in this term is to establish the partnership with the parents and help the parents develop a deeper understanding of how to get their child 'ready to learn in school'

Initial Meeting – Parents fill in the admission forms with the EYFS Team in the Summer Term before they start school and sign the **Home School Agreement**. A discussion around the

importance of encouraging the child to be independent takes place: suggestions shared about what the parents could try to support their child with over the summer holidays. Parents are signposted to Sure Start Centres to attend available courses over the summer.

Child's First Day- Parents fill in an **All about Me Booklet** about their child – sharing information about their likes, dislikes, behaviour, sleep routines etc.

Week 1– '**Meet the Teacher Event**' in Reception, expectations for the year set out regarding attendance, uniform, information sharing, class blog etc.

Week 2 – Half-Termly Newsletter

Week 4 – '**Bedtime Routines**' discuss with the parents the importance of 'sleep, routines including tooth brushing, bath, bedtime story. Each parent will receive a visual timetable to support establishing a clear routine at bedtime

Week 5 – Introduce the '**Reading Morning**' in nursery- children take a book home to share with parents each week

Week 6 – '**Stay and Play Session**' – Modelling playing and talking with the children. Parents invited into the classroom to play and talk with their child, staff will be modelling descriptive commentary and positive interactions between adult and child.

Week 8 - Workshop on '**Expectations around behaviour**' and giving children attention

Week 9 – Half-Termly Newsletter

Week 10 – Workshop on '**Healthy Eating and Dental Health**' – working with Dental Health Team and Health Visitors

Week 12- '**Bedtime stories**' –Event to promote bedtime stories for every child

Spring Term – Focus Learning at Home

The focus in this term is to encourage parents to take an active role in supporting the children's learning. To ensure parents have the opportunity to find out the EYFS curriculum and the end of year expectations. Parents will be encouraged to support the children's learning through activities sent home which support the term's topic or through the 'Together We Can Programme'

Week 1 – Half-Termly Newsletter

Week 3 – '**Breakfast Morning**' focus on healthy eating and the importance of talking to your child

Week 5 – '**Stay and Play**' Focus on PSED: sharing, developing confidence, reliance, independence

Week 7 - Workshop '**Supporting Phonics**' introducing the Phonics Play bags

Week 8 - Half-Termly Newsletter

Week 9 – '**Joining the local library**' – Parents to join children on a trip to the local library

Week 10 – '**Joining the local library**' – Parents to join children on a trip to the local library

Week 12 –Workshop '**Supporting reading at home**'

Summer Term - Focus celebrating our achievements and getting ready for Year 1

The focus this term is to celebrate the achievements of the children and ensure parents understand the contribution they make to their child's success at school. Parents will continue to have opportunities to find out the EYFS curriculum and the end of year expectations. Parents will be encouraged to support the children's learning through activities sent home which support the term's topic or through the 'Together We Can Program'

Week 1 Half-Termly Newsletter

Week 2 – Stay and Play focus '**Mathematics**'

Week 3 - Workshop '**Maths at Home**' focus on opportunities for supporting maths through every day activities and routines

Week 5 – '**Look what I can do**' – sharing Learning Journeys

Week 6 Stay and Play – **Physical Development and Being Active**

Week 7 Half-Termly Newsletter + Launch the **Active Bags** Initiative

Week 8 – **Active Bags** Initiative

Week 9 – **Active Bags** Initiative

Week 11 – **Transition** to the next class, children have transition pack to complete with parents over the summer holidays