



**Gusford Primary School**

**Early Years Foundation  
Stage (EYFS) Policy**

**September 2023**

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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
- 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

At Gusford, the Early Years provision includes a 26 place nursery for 3-4 year olds and 2 reception classes, each with space for 30 children (operational PAN). The nursery classroom is large and consists of 2 defined areas and includes toilets and a kitchen area. The nursery is open during term time between 8:45am – 3:30pm. The reception classrooms consist of a classroom each with shared toilets outside of the classrooms. The three reception classrooms and nursery classroom, share an outdoor area which is divided into two separate spaces.

## 4. Curriculum

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

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**

The EYFS at Gusford provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do. Staff at Gusford look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. 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.

#### **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. Our outdoor provision extends the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

### **5. Assessment**

At Gusford, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and interests. 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 Statutory Reception Baseline Assessment (RBA, May 2021).

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 and in partnership with other Active Learning Trust schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

### **6. Working with parents**

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Gusford, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Gusford attend.

At Gusford we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open-door policy

- Maintaining an on-going dialogue
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journey and see a range of work
- Through the use of Tapestry, an online learning journal which parents can access at home
- Inviting parents in the school to share their culture and religious beliefs or specialised skills and interests

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.

## **7. Safeguarding and welfare procedures**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and expectations and teach the rationale of why they exist. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

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 EYFS Lead every 2 years.

At every review, the policy will be shared with the 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	Safeguarding and Promoting Pupils' Welfare Policy
Procedure for responding to illness	First Aid Policy Supporting Pupils with Medical Conditions
Administering medicines policy	First Aid Policy Supporting Pupils with Medical Conditions
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Safeguarding and Promoting Pupils' Welfare Policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding and Promoting Pupils' Welfare Policy
Procedure for dealing with concerns and complaints	Complaints Policy