

# Early Years Foundation Stage (EYFS) policy

Gusford Primary School and Nursery



<b>Last review</b>	Spring 2021 - to governors July 2021
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<b>Next review due:</b>	Summer 2022
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# Early Years Foundation Stage Policy

## Introduction

The Foundation Stage applies to all children from birth to the end of their Reception year in school.

At Gusford children can join our Nursery class, subject to places, the term following their third birthday. They can then enter one of our Reception classes at the beginning of the academic year in which they will be five.

Children join our school with their own unique experiences and we celebrate this uniqueness, recognising that they all learn and develop in different ways, at different rates and bring diverse experiences to our school.

We nurture this and understand that young children learn and deepen their understanding through active play, talking, observing, asking questions, experimenting, reflecting, responding and reflecting.

Our Early Years Education is based upon ensuring both our staff and the environment support children in this.

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## 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

## Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

N.B. - From September 2021 – this policy will be reviewed to ensure it is in line with the EYFS reforms 2021.

As an academy this document also complies with our funding agreement and articles of association.

## 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

## Planning

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 will prioritise their focus strongly on the three 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.

## Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, and enhancements to the continuous provision environment of both the indoor and outdoor environments. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Our Edison Learning Early Years Connected Curriculum is designed to be used as a starting point for exciting, engaging and motivating learning which we are continuously developing to suit the needs of Gusford pupils. The Connected Curriculum is a structured framework of Learning Units which for Early Years Foundation Stage are aligned to the Development Matters guidance and statutory Early Learning Goals/Early Years Outcomes.

Short teaching inputs, group work, and one-to-one reading help ensure that the children are challenged and that the pace of learning is maintained. Staff work effectively and closely with parents and carers to support the learning and development of all children.

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.

## Assessment

At Gusford, in the first six weeks of a child starting Reception or Nursery staff will carry out an on entry assessment, often referred to as a 'baseline assessment'. This establishes clear starting points for staff in the areas of learning to enable staff to plan for each child's progress.

Ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, their interests and their learning styles. These observations and interactions are used to shape future planning. 'Child Focus Observations' take place each week in our EYFS. This happens for each child on a half termly basis, when practitioners will focus on a small group of children for a week, using these observations, interactions and assessments to gain in depth knowledge of the child, enabling careful planning for next steps in learning. Practitioners also take into account observations shared by parents and/or carers.

Parent and carer observations as well as child focus observations can be recorded on our online learning journey 'Tapestry', to enable parents and carers to share the achievements and progress their child is making, as well as sharing their 'next steps' for learning.

In the Autumn and Spring terms teachers will review children's progress so far and provide parents and/or carers with a parent teacher consultation. In the Summer term parents and carers will receive a written summary of the child's development. These highlight the areas in which a child is progressing well and the areas in which additional support is needed. For Reception children they will also measure each child's progress against the 17 Early Learning Goals of the EYFS, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

## **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. This will usually be the child's class teacher. 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.

## **Safeguarding and welfare procedures**

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

Our intimate care policy sets out how this care should be carried out and includes record sheets to keep track of when intimate care has been undertaken.

## **Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Leader & SLT link every 2 years or sooner if required.

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	<a href="#">Safeguarding &amp; Child Care Procedures</a>
Procedure for responding to illness	<a href="#">What to do if your child is unwell (Covid illness procedures)</a> <a href="#">First Aid Policy</a>
Administering medicines policy	<a href="#">Supporting children with medical needs</a>
Emergency evacuation procedure	<a href="#">Fire Evacuation Procedure</a>
Procedure for checking the identity of visitors	<a href="#">ALT Visitors Policy</a> <a href="#">End of day arrangements</a>
Procedures for a parent failing to collect a child and for missing children	<a href="#">End of day arrangements (includes failure to collect)</a> <a href="#">Missing child procedure</a>
Procedure for dealing with concerns and complaints	<a href="#">Complaints Policy</a>