



Early Years Foundation Stage (EYFS) policy

Policy Approved by Governors

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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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Structure of the EYFS

At Parkfield, our Early Years provision is one Reception classes, with space for 30 children.

Our Reception class is connected to an outdoor environment, where all the children have the opportunity to experience a full curriculum across the entire setting during self-initiated learning times (Explore Time).

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 setting follows Early Excellence and the curriculum, where possible, is embedded within an integrated curriculum which follows a project-led approach using Maestro Curriculum as a resource. Where a subject does not make natural links, these will be taught discretely. For example, RWInc Phonics and Power Maths and

White Rose Hub for maths.

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 Parkfield 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 Parkfield 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 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 and positive interactions. Our outdoor provision mirrors the opportunities available inside, offering a mix of adult-led and child-initiated learning.

5. Assessment

At Parkfield, 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.

In order to record each child's progress and achievements we use a secure online Learning journal call Tapestry. Observations, comments and photos are uploaded and reflect each child's learning in line

with the Early Years foundation stage curriculum. The system allows us to work with parents and carers to share information and record the children's self-initiated play and learning in and outside of the classroom.

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 (referring to the Development Matters guidance) and in partnership with other trust schools and BCP schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority at the end of the academic year.

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 Parkfield, 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 Parkfield attend.

At Parkfield 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
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journal and see a range of work
- Through the use of Tapestry, an online learning journal which parents can access at home
- Encouraging parents to make use of the home/school communication book which is looked at daily by an EYFS staff member
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

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.

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 limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. 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.

From time to time young children have toileting accidents and as a school we are committed to ensuring all children's needs are met. Therefore, we recommend that all children attend the school with a spare set of clothes in a named bag. It is our practice that should a child need to change their clothes due to a toileting accident, that two members of staff will be present to help if necessary. To develop independence to encourage young people manage themselves, as per the curriculum. Where children have an identified need, we will work with the parents/carers in line with our intimate care policy. (Please refer to Intimate Care Policy for best practice).

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

Appendix 1. List of statutory policies and procedures for the EYFS to be found on the website.

Statutory policy or procedure for the EYFS
Safeguarding policy and procedures
Administering medicines policy
Emergency evacuation procedure
Procedure for dealing with concerns and complaints
Intimate care policy