

Early Years Foundation Stage Policy

St Peter at Gowts Church of England Primary School



ST. PETER AT GOWTS
CofE PRIMARY SCHOOL

Unlocking the potential in all,
empowering a community of hope.

Approved by:

Governing Body

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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
- 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

2. Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

3. Structure of the EYFS

At St Peter at Gowts C of E Primary School we have a Nursery, Little Learners, taking children from 2-4 years old and a single form Reception class. Nursery is a 26 place Nursery (26 places in the morning and 26 places in the afternoon) which is open from 8.45-11.45am and 12.30pm-3.30pm 5 days a week. Children can attend full days (2 year olds mornings or afternoons), all mornings/ afternoons or a combination as requested by parents/carers, subject to availability. Parents can use funded places (3 year olds and 2 year olds) and can pay to attend (£13.50 per session). If children are staying for lunch there is an additional charge of £3.50 for lunchtime care. Parents can choose to buy a hot dinner for their child in addition to this. There are 4 spaces in each session for 2 year olds.

4. Curriculum

We follow the curriculum we have designed as a school using the Development Matters as a guide and ensuring the curriculum caters for our cultural capital and backgrounds of our learners. (See Curriculum document.)

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

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 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. Provision in EYFS is key to planning and staff use continuous provision (Common Play Behaviours) and enhancements to provision to engage, inspire and challenge children. 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 and follow the plan, do, review cycle of support.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff use the school's EYFS curriculum documentation and children's interests to create a meaningful learning experience for the children.

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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Learning is both indoor and outdoor and we operate a free flow system for children. We use Read, Write, Inc to support phonics when children are ready and pre-RWI activities to begin in Nursery. We use Little Big Maths and Big Maths to support our children in developing maths skills and White Rose Maths with Reception.

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 experiences, ready for year 1.

5. Assessment

At St Peter at Gowts C of E Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their achievements, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. We use our assessment milestones document to monitor progress. We record key moments in written format and using Tapestry and we encourage parents to share their observations too.

When a child is aged between 2 and 3, practitioners 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.

At the beginning of Reception, the children are assessed using the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development or
- Not yet reaching expected levels

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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. We have parents' evenings twice a year and we operate an 'open door' policy with parents who can talk to a member of staff daily, if needed. We seek opportunities to share our children's learning with parents through a newsletter and opportunities to invite parents/ carers into the setting ie for tea parties, stay and play sessions and shared learning etc.

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 can also help 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 EYFS Lead every 2 of years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See medicines policy
Emergency evacuation procedure	See health and safety policy/ fire policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
SEN Policy	School SEN policy