



## **EYFS Policy**

**Updated: September 2023**  
**Next Review: September 2024**

## **EARLY YEARS FOUNDATION STAGE POLICY**

This document is a statement of the aims, principles and strategies for the teaching and learning of 'The Early Years'.

### **WHAT IS 'EARLY YEARS'?**

For the purpose of this policy 'Early Years' refers to children in their first year at school (Reception Year).

### **AIMS:**

To provide a structured, secure, caring and well-resourced learning environment; both inside and out which meets all the individual developmental needs of 'young learners'. To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.

To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

### **THE NEEDS OF YOUNG LEARNERS:**

Adults who are sensitive to their differing needs, abilities, backgrounds and previous experiences to teach, support, care and offer equal opportunities for them all to develop.

Adults who will respect them and value their ideas and opinions, every child is a competent learner from birth

A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. The curriculum should also offer opportunities for the development of personal qualities and social skills.

Rich and positive learning experiences with plenty of first-hand experience, varied to include all learning styles and including regular opportunity to explore and learn through practical and play activities.

The chance to make decisions and to take responsibility - both for their learning and behaviour. This includes the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.

In all, a well planned, carefully structured programme of academic and personal development, building on past experiences and achievements - delivered in ways appropriate to their age and stage.

### **THE CURRICULUM:**

The Curriculum is based on the Early Years Foundation Stage (EYFS). The EYFS is a framework from the DCSF which became mandatory in September 2021. It set the standards for learning, development and care for children from birth to five.

### **KEY CHANGES TO THE LEARNING AND DEVELOPMENT REQUIREMENTS:**

□ *Areas of learning and development:* now consist of 3 prime areas (knowledge and skills) and 4 specific areas

*Early learning goals and assessment:* now 17 goals instead of 69. Instead of judgments being made against 117 scale points they will now be made against the 17 goals. For each goal practitioners will determine whether children are making expected levels, are exceeding them or are below (emerging.)

Play underpins the delivery of all the EYFS. The EYFS principles guide the work of all practitioners, there are four themes

a unique child

positive relationships

enabling environments

learning and development

**There are 3 prime areas:**

**Communication and language**

**Physical development**

**Personal, social and emotional development**

There are 4 specific areas through which the 3 prime areas are strengthened and applied:

Literacy

Mathematics

Understanding the world

Expressive arts and design

**THE EARLY LEARNING GOALS:**

The prime areas

**Communication and language:**

Listening and attention and understanding

Speaking

**Physical development:**

Gross motor skills

Fine motor skills

**Personal, social and emotional development:**

Self-regulation

Managing self

Building relationships

The specific areas

**Literacy:**

Reading

Comprehension

Writing

**Mathematics:**

Numbers

Numerical Patterns

**Understanding the world:**

Past and present

People, Culture and Communities

The Natural World

**Expressive arts and design:**

Creating with Materials

Being Imaginative and Expressive

## **ASSESSMENT AT THE END OF THE EYFS:**

In accordance with all schools, each child will be assessed in their first term at school. Through observation staff will assess their attainment in the three prime areas and the four specific areas against the early learning goals.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout the Reception Year; they include child initiated tasks and teacher led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's 'learning journey.' Data is entered electronically onto the 'e-profile' at the end of each term. The EYFS Profile will be completed at the end of the Reception year; data will be sent to County and practitioners will report whether children are meeting expected levels of development or if they are exceeding expected levels of development or not yet reaching expected levels (emerging). Some Reception Year children will begin to work on level one of the National Curriculum when it is judged appropriate for them. (Children who do not achieve all of the Early Learning Goals by the end of the Reception Year continue to work towards them in Year 1.) The observations, assessments and 'scale point data' form the basis of individual reports to parents in Term 1,3 and 6. All attainment data is passed to the Year1 teacher for continuity at this time of transition.

## **KEY PERSON:**

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. At school the key person is the Early Years class teacher. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. They will of course work in close partnership with the class teaching assistant.

A key person is:

A named member of staff who has more contact than others with the child

Someone to build relationships with the child and parents

Someone who helps the child become familiar with the provision

Someone who meets children's individual needs and care needs

Someone who responds sensitively to children's feelings, ideas and behaviour

The person who acts as a point of contact with parents

**HOME-SCHOOL LINKS:** A Parent information evening is held in June for parents of the prospective Reception group. The purpose of this meeting is, in part, to disseminate important information, to encourage discussion and to emphasize the vital importance of home-school cooperation and mutual support.

Literature to support the parental role in early learning is given to all parents prior to their child's entry to the school. We also have workshops for parents to find out how we teach phonics, number skills etc.

Three alternate termly parents' evenings are held and the staff involved with the early years children are happy to meet with parents after school, often on an informal basis or by appointment if necessary. Fortnightly newsletters are sent to parents to inform them on topics and how to support their child at home. A Facebook group is established and is updated regularly for parents.

## **INDUCTION AND ENTRY TO SCHOOL:**

Parents of new Reception Year children are invited to a meeting in June when admission arrangements, class visits, parent 'welcome meetings'; uniform etc. are discussed. The children are invited in during the Summer term for their induction sessions.

At the start of the Autumn Term, all parents will be offered a 'Home Visit' appointment.