

Early Years Foundation Stage (EYFS) Policy
Western Road Community Primary School



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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

Western Road Community Primary is a one-form entry primary school with a Reception class which has a maximum number of 30 children. The Reception class currently has a job-share and a full-time teaching assistant.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework and the non-statutory curriculum guidance 'Development Matters' (revised July 2021).

"The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning." Development Matters 2021.

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

At Western Road Community Primary School we teach Mathematics using a Maths Mastery approach using the scheme Power Maths. The planned sequences of lessons ensures children have a deep understanding of number by the time they finish their learning in the Early Years Foundation Stage.

We teach children to read and write using a range of tools and techniques. We explicitly teach a discrete phonics session each day using the scheme Sounds-Write. This teaches children about letters and the sounds they represent as well as how to blend and segment sounds for reading and writing.

We use the DfE approved documents 'Development Matters' and 'Birth to Five Matters' to both support and inform good practice within our setting.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff 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. Staff will also speak with parents and carers to gain feedback regarding particular interests and learning at home. 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 parental involvement. If the school considers the need to contact an outside agency for additional support, consent will be obtained from the parents/carers where necessary.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. The practitioners plan next steps for each individual child regularly. These are shared with parents and carers through Tapestry, Learning Journey Folders, Parents' Evenings and informal meetings throughout the year.

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. The teaching and learning will take place in both the indoor and outdoor learning environments. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Teachers support the children in the class to meet their next steps in learning through carefully planned for activities and interactions.

As the children's independence, confidence and thirst for learning develop, the balance gradually shifts towards more adult-led activities. This supports the children as they move to year 1 which, whilst still advocating the opportunity for continuous provision, expects children to join in with more daily adult led learning opportunities.

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.

5. Assessment

At Western Road Community Primary school, ongoing, formative 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 and begin in the first term with Baseline assessments.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

We use both written observations and an online tool (Tapestry) to record the observations of the children in the environment. The written observations are available to parent/carers at parent meetings in the children's Learning Journeys. The online tool Tapestry is also available to parents/cares at parents' meetings. In addition, the parent and carers will be provided with a login for their individual child and they will be able to look at observations of their child only. The parents and carers will also be able to upload their own observations and make comments on the practitioner's comments as they wish.

Children's progress is monitored throughout the academic year in order to ensure all children make good progress relative to their starting point. Progress of the cohort and individual children is discussed between the Class teacher, Teaching Assistant, Senior Leadership Team and Special Educational Needs Coordinator where appropriate. If there are concerns regarding a child progress or attainment these will be discussed with parents accordingly.

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 local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority and is shared with parents and carers.

6. Working with parents and transition arrangements

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

At Western Road we want the children to feel welcome, happy, settled and comfortable in their new learning environment. We therefore have a comprehensive transition programme to ensure the children have a positive experience when they begin school.

- We invite parents to a parent induction meeting in Term 6 to enable Western Road Reception teachers to introduce themselves and to provide an overview of Reception and how the parents and carers can support their child and help them to be ready to start school in September.
- In Term 6 we try to visit as many nurseries/preschools as possible in the local area. This provides the practitioners with the opportunity to speak to the child's current setting and also see the child in an environment that is familiar to them and for the practitioners to share reports.
- In Term 6 we also work with the nurseries/preschools with a shared transition text, for example 'Famer Duck'.
- We have two settling sessions towards the end of Term 6. These provide the children, parents and carers the opportunity to come and familiarise themselves with the classroom environment both indoors and outdoors before they start school in September.

- In September we invite each child and their family into school for a short play session where the child is able to familiarise themselves with the setting and staff. The staff are able to meet with the parents and carers to discuss starting school, complete a short questionnaire about the child's interests and needs and answer any questions they may have.
- After we have completed the familiarisation sessions, we then will begin a staggered start. We will split the class up into 3 groups of approximately 10 children. This provides children an opportunity to be in a classroom with only a small number of children at first.
- At Western Road we encourage all children to take up their full-time place from September as we have seen through experience that this supports the children's learning, offers consistency to their day and helps them to form positive relationships with both their peers and adults in the setting. We do however understand that there may be exceptions to this and we encourage families to discuss this with the EYFS staff and head teacher prior to starting school in September.

7. Working with parents

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

At Western Road Community Primary we value the parents' viewpoint and knowledge of their child and therefore the parents are actively encouraged to communicate with the practitioners through various means, for example (next steps, wow slips, What have you noticed at home?, Open Classroom events, Parents' Evenings, home/school reading journals and home learning activities.

Whilst your child is in Reception you will be invited to attend workshops and meetings which will focus on our phonics teaching and Maths. The workshops will give you an opportunity to understand how we teach these subjects in the class and how you can support your child at home.

Parents and carers are kept up to date with their child's progress and development at parent meetings twice a year and are also able to access their child's online Tapestry observations at any time.

The progress check and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. All staff are trained in child protection and safeguarding on an annual basis.

9. Monitoring arrangements

This policy will be reviewed and approved by the EYFS team and SLT every two 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	See Child Protection and Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Health and Safety 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