

Early Years Foundation Stage policy

Sibford Gower Endowed Primary School



Approved by:

Date: January 2018

Last reviewed on: January 2018

Next review due by:

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1. Aims

This policy aims to ensure:

- That pupils 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

The EYFS curriculum is delivered in Acorn class, which comprises of Reception aged pupils and some year one pupils. The class is led by a class teacher and an HLTA .The maximum cohort is 20 pupils. All pupils are offered full time places from September of the academic year they turn 5.

4. 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 pupils' 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 pupils which enables them to develop and learn effectively. In order to do this, opportunities focus strongly on the 3 prime areas (see above) during the first term of the academic year. Pupils are observed during child initiated activities in order to inform planning which will support their development these 3 areas.

The 2 Prime areas of Literacy and Mathematics are planned using a teacher led approach followed by activities and resources to further support and extend the experiences of the pupils. These take into account the indoor and outdoor environment.

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. 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 pupil's activities, practitioners reflect on the different ways that pupils learn and include these in their practice. Opportunities for language of Building Learning Power (BLP) is used as a tool for pupils to reflect on their learning at Sibford Gower Endowed Primary school with EYFS pupils using this language to reinforce the characteristics of effective learning.

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.

As pupils grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help pupils prepare for more formal learning, ready for year 1.

5. Assessment

At Sibford Gower Endowed Primary School ongoing assessment is an integral part of the learning and development processes. Staff will observe pupils to identify their level of achievement, interests and learning styles. These assessments take the form of short notes, photographs and some longer observations written or recorded on the class iPad. These observations are stuck into writing and maths journals or placed into each child's Learning Journey. Class scrapbooks are used to collate fine motor skill development evidence and class topic experience. This evidence is used to shape future planning. Practitioners also take into account observations shared by parents and/or carers (taking the form of daily discussion/interaction at the beginning and end of the day and parent consultations etc)

At the end of September information that has been gathered from all stakeholders (including preschool providers) are used to make a Baseline assessment. Further assessment information is collated at 3 times throughout the year (December, March, June). Children who have been identified needing support in a particular area will receive additional 1:1 or group support. This forms part of the class timetable of intervention.

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

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 pupils learn and develop well when there is a strong partnership between practitioners and parents and/or carers. As part of the school transition process all families are offered a home visit by either the class teacher or HLTA, depending on who is the key person. This is an opportunity for parents/or carers to discuss their child's needs, any concerns, medical information in a more personable way. Preceding this is a new parent meeting to discuss routines and expectations from all stakeholders. Parents are welcomed into Acorn class at drop off and pick up to discuss their children. Staff are very supportive and sensitive to parental need and any concerns or queries which may occur.

Parents and/or carers are kept up to date with their child's progress and development formally through parent evenings (three times in the year), 'As a learner I am' half termly leaflet and the weekly Acorn update – these inform parents of future learning and class progress. Parents are welcome to chat with staff after school when they would like to.

The EYFS profile (Learning Journey), class tracker, SIMs data all helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities and provide information about expectations of meeting their ELG.

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 also helps families to engage with more specialist support, if appropriate. The key person is responsible to ensuring Learning Journeys are completed and evidence is collected and collated.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed by the EYFS lead

Following 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 school child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See school medical policy
Emergency evacuation procedure	See school 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 pupils	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

All policies on school website