



Early Years Foundation Stage (EYFS) policy

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

This document also complies with our funding agreement and our articles of association.

3. Structure of the EYFS

Our EYFS Class includes nursery children from the term after their third birthday until the end of the Reception year. Nursery children attend either part-time or full-time

The EYFS Unit is run by a qualified teacher, supported by a teaching assistant qualified at Level 3, and other suitably qualified staff as needed. It has a maximum adult pupil ratio of 1:13.

Provision for all EYFS children is during school term time only and within our school day between 8:40 am and 3 pm, Monday to Friday

Reception children typically attend the provision full-time. Nursery places are offered on both a part time basis (15 hours) and full time basis (up to 30 hours) in morning or all day sessions, up to

the equivalent of 15 full time nursery places within the maximum of 30 places for the unit as a whole. Please refer to our school admission policy (Reception) and our Nursery Admission Policy (Nursery) for more information.

EYFS have a dedicated area within our school buildings, which includes a large indoor classroom/learning space with conservatory and its own secure outdoor learning area.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework in force from September 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

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 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. 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 children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play and engagement 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, positive interaction.

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 as they progress from EYFS into Year 1.

5. Assessment

At Sibford Gower Endowed Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of attainment, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When children are in their nursery years with us (aged 3 to 4), staff 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.

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

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.

6. Working with parents

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 both informally and through termly parent consultation meetings. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

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

8. Monitoring arrangements

This policy will be reviewed and approved by Rachel Blake, Early Years Lead and Jane O'Sullivan, Headteacher every two years.

At every review, the policy will be shared with the Local Academy Committee.

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 fire and lockdown procedures and emergency evacuation summary procedure sheet
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