



## Early Years Foundation Stage Policy

We now participate in the RRSA which promotes the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

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UNCRC Article 28: All children have the right to an education.  
Policy and practice in Whinfield Primary School respects children's dignity.

**Policy agreed and accepted by:** Governing Body.

**Date:** Sept 2021



# Early Years Foundation Stage Policy

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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 children are 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

# 3. Structure of the EYFS

In Whinfield Primary, we have two classes of Reception children.

# 4. Curriculum

Our early years setting follows the Whinfield Reception Curriculum based on the 2021 statutory framework of the EYFS and [Birth To Five](#) non-statutory guidance. The curriculum has been developed as a firm foundation for the Whinfield Curriculum in Key stage 1 and 2. Teachers used their professional judgement based on their knowledge of Whinfield children and the wider context of our school including family, community to construct our curriculum.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four 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 three 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. Children's interests are observed and catered for through enhancements made in the provision. 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, practitioners reflect on the different ways that children learn and include these in their practice.

## **4.2 Teaching**

Each area of learning 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 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 in year 1.

## **5. Assessment**

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

At the beginning of reception (within 4 to 6 weeks) the reception baseline assessment (RBA) is completed. It is a statutory from September 2021. It will be an activity-based assessment of pupils' starting point in:

- language, communication and literacy
- mathematics

The assessment will be age-appropriate, last approximately 20 minutes and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment at that time. These can be used to inform teaching within the first term.

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 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 via Tapestry Early Learning Journey. The communication between staff and parents that Tapestry enables, helps

build a shared understanding of how every child can reach their full potential. The Tapestry online learning journal is a secure app, capturing key learning moments, and videoing milestones.

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.

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.

At Whinfield, we provide Stay and Play sessions where families can spend time interacting in the provision with their child. We also provide many information-sharing opportunities such as Phonics, Reading and Mathematics presentations to support the parents in helping their child at home.

## **7. Transition**

At Whinfield we recognise the significance and importance of an effective transition so that we ensure every child makes a positive start to their learning journey at our school.

We provide many opportunities for parents/carers and children to visit school before they start school. Open evenings, transition events, SENCO and EYFS teachers visiting PVI (Nurseries) and childminders, parent and professionals transition forms etc.

### **Unique Child**

- Recognise that all children, can be vulnerable at times of change, particularly those with additional needs e.g. those with a Special Educational Need (SEN) or a child in care. Planning for these children will need additional, flexible support.
- Prepare the child for change. It is important that all children experience a positive transition. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment. It is here that the Early Years Transition Form can act as a supportive tool within the transition process.

### **Positive Relationships**

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents, carers and professionals.
- Listen to and acknowledge the important role of parents and carers throughout this process
- Work together. An essential element of an effective transition is for childminders, settings and schools to work together, to establish a clear understanding of one another's aims, purpose and philosophy.
- Offer a range of opportunities for parents/carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

### **Enabling Environments**

- Children cope better with transitions when conditions are similar, communication is encouraged, and the process of change takes place gradually over time
- The emotions that come with change can be successfully handled by children when their new setting/school has a clear, welcoming procedure.

## **8. Safeguarding and welfare procedures**

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

## 9. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every two years.

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

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

<b>Statutory policy or procedure for the EYFS</b>		<b>Where can it be found?</b>
Safeguarding policy and procedures	See child protection and safeguarding policy	
Procedure for responding to illness	See First Aid & Medicines policies	
Administering medicines policy	See administering medicines in school policy	
Emergency evacuation procedure	See fire evacuation policy	
Procedure for checking the identity of visitors	See safeguarding policy	
Procedures for a parent failing to collect a child and for missing children	See Uncollected Children policy	
Procedure for dealing with concerns and complaints	See complaints policy	