



## Early Years Foundation Stage Policy

Formally adopted by the Governing Board of:	Mulbarton Primary School
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Chair of Governors:	Kevin Holland
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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
- 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 children in our EYFS start at the beginning of the academic year after their 4<sup>th</sup> birthday. They spend 3 terms in one of our reception classes. The children are offered a full-time place after 2 weeks of part-time to enable a smooth start to school. Parents can choose to keep their children part-time/mornings only, although all children need to attend school full-time by the term after their 5<sup>th</sup> birthday.

### 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 interconnected. 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 gather information about the children's interests from their pre-school leaders, from the home visits and from the 'All about me' books which are given to the children before they start school. Children are invited to bring in their favourite book from home in the first few weeks of the Autumn term. Staff use all this information to plan topics and themes which will interest the children.

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 3 prime areas. The children have the opportunity to share their 'All about me' book with the rest of their class which helps them to get to know each other and to start to recognise and respect similarities and differences between themselves and their peers.

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, practitioners reflect on the different ways that children learn and include these in their practice.

## 4.2 Teaching

At the start of reception, the children are taught how to access all the areas of our learning environment. The staff explain where the children can find all of the resources and how to use them. This encourages the children to be independent learners and to be able to make their own choices about which resources and equipment they wish to use.

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. Some skills and information are taught in whole class and small groups. The children work individually with their teachers to revise and apply early reading skills. Early story writing is encouraged through 'story scribing' in which the child gradually takes over from the teacher to write their own creative stories as their skills develop.

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 Mulbarton Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. Some of these observations are recorded on 'Tapestry' which are sent to parents and /or carers and are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Parents are encouraged to record significant achievements on 'stars' which are displayed in our cloakroom areas which the children have the opportunity to share with their class, what they have been learning out of school.

Each half term teachers use Pupil Asset to track the children's attainment and to identify their next steps.

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 children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Before the children start school, parents are invited into school to meet staff and to look around the Early Years base and to ask any questions that they may have. In addition to this meeting, 'Home visits' take place in the summer term in which the staff meet the child and their parents in their own environment. This gives the child and their family an opportunity to build a relationship with the staff before school starts. When the children start school, parents and/or carers are welcomed into the classroom to help settle the children and help them with the self-registration routines. Parents and/or carers are encouraged to come and help in school and are welcomed to join us for 'Come and play' sessions and other activity mornings and events. Parents are encouraged to record the impact that school is having on their child's development by filling in a comment on a green speech bubble every half term. These comments are added to the children's 'Wow' book.

Parents and/or carers are invited to an information meeting early in the Autumn term in which staff explain how the children will be taught throughout their reception year and the critical role that parents can play in supporting their learning.

The key worker role is carried out by the class teachers who have the responsibility of reporting to parents and/or carers. However all staff members in our Early Years base teach, interact and support the children.

Parents and/or carers are kept up to date with their child's progress and development. Staff upload observations via 'Tapestry' throughout the year and keep the parents and/or carers up to date with their child's reading progress in their child's reading record. Each term parents are invited to meet with their child's teacher to discuss their progress and to inform them of their child's next steps. In the Summer term staff complete the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## 7. Safeguarding and welfare procedures

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

## 8. Monitoring arrangements

This policy will be reviewed and approved by Bev Theobald every 2 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