

Early Years Foundation Stage (EYFS) policy

Stradbroke CE Primary School



Approved by: [Governing Body]

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1. Aims

This policy intends to outline the provision for children in the Foundation Stage.

At Stradbroke Primary School, we are committed to providing a secure and happy environment for our children to learn and play. This means that we have a common responsibility to support them in achieving to the very best of their ability and in treating everyone with the respect and courtesy that the Stradbroke community expects. Our aims are to enable all to become:

- successful and reflective learners who enjoy learning, make progress and achieve
- confident individuals who are able to lead safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

3. Structure of the EYFS

Our EYFS covers Reception children.

4. Curriculum

Our school follows the curriculum as outlined in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

Learning and development is categorised into three prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

And four specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. 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

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. There is free flow to an outdoor classroom.

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 Stradbroke Primary CE 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. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. All observations are uploaded onto Tapestry where each child has an individual account. This enables all staff and the parents and/or carers to review the child's learning journey. Twice a year there is an opportunity to discuss progress at a parents evening.

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. Transition takes place over the year prior to the child starting school starting with one hour play sessions with parents and/or carers and progressing to children independently visiting for the morning. This enables staff to build positive relationships with the parents from the onset. A meeting is held in the Summer term to enable new parents to meet other school staff and to ask any questions.

At Stradbroke CE Primary School we operate an open door policy where parents and/or carers can discuss any issues with school staff. Parents and/or carers are encouraged to communicate with school staff using their child's planner, by speaking to their child's teacher on the playground or by communicating with school staff through the school office. Parents and/or carers are kept up to date with their child's progress and development. 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 the Governing Body every three years or in line with statutory changes to the EYFS.

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