



Lyngford Park Primary School

# Early Years Foundation Stage (EYFS) 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 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 articles of association.

### 3. Structure of the EYFS

At Lyngford Park Primary School, we have a nursery unit attached to the school which is overseen by a qualified teacher 3 days a week. We have space for 26 children in our nursery am sessions and 26 children in our pm sessions.

Eligible parents will be able to access their funded entitlement hours.

We also have 2 reception classes, with the capacity of 39 children.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupil's personal development, prepare pupils for the next stage of their education and develop the whole child.

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
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- 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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. 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, practitioners reflect on the different ways that children learn and include these in their practice. As children progress through the early year's foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils

#### 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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Throughout the children's time in Reception, 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 Lyngford Park Primary School and Nursery, 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. Staff also take into account observations shared by parents and/or carers. This is all completed on SeeSaw (An electronic learning journey and platform for observations and online learning). All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps are. Practitioners are regularly expected to speak with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

When a child is **aged between 2 and 3**, 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. Parents as Partners

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. To enable this to happen we will ensure that:

- A home visit or video call is an option given to parents before starting the setting this will enable the teacher to meet the children and for parents to speak to the children.
- Parents and/or carers are kept up to date with their child's progress and development. 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.
- SeeSaw will be used in both Nursery and Reception and Parents will have access to their child's online journal; they will be able to like and comment on their child's observations as well as post observations from home. We encourage that observations from home are uploaded so the EYFS team can learn about the child at home as well as in school.
- Each child in Nursery 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.
- Parents are invited to informal meetings providing information about different areas of the curriculum, e.g phonics and maths.
- We encourage parents to talk to their child's class teacher if there are concerns. Parents can contact the class teacher by phoning the school office or speak to them at the end of the day. Equally they can contact the teacher via Class Dojo. Teacher's we will respond during working hours to messages.
- There are formal meetings twice a year at which the teacher and the parent discuss the child's progress. Parents will also receive a written report of their child's attainment and progress at the end of the school year. This contains information on the characteristics of learning, attainment and progress in all areas of the EYFS curriculum.

## 7. Safeguarding and welfare procedures

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

- The effects of eating too many sweet things
- The importance of brushing your teeth
- A visit from the school nurse

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 the Senior Leadership Team every year.

At every review, the policy will be shared with the governing board.

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

All policies are located on the school website.

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