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*Working together to be the best that we can be.*

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

# Early Years Foundation Stage (EYFS) policy

Approved by:	Headteacher	Date: November 2020
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## Contents

1. Aims .....	2
2. Legislation .....	2
3. Structure of the EYFS .....	2
4. Curriculum .....	2
5. Assessment .....	4
6. Working with parents .....	5
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements .....	5
Appendix 1. List of statutory policies and procedures for the EYFS	Error! Bookmark not defined.

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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

EYFS at Sicklinghall Community Primary School forms part of the 'Cherry Blossom' Continuous Provision. There is a Class teacher and a HTLT as well as one other General Teaching Assistant.

At Goldsborough CE Primary School, EYFS are in their own classroom.

The **Goldsborough Sicklinghall Federation** values challenge and ensures that all areas of provision, inside and outside, are inspiring and instill a love of learning.

## 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**

Our curriculum for the Foundation Stage follows the guidance set out in the Early Years Foundation Stage. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. The Early Learning Goals form part of the National Curriculum and are in line with the objectives stated in the Primary Framework for Literacy and Mathematics. The children's interests inform planning for both groups and individuals. Our medium-term planning is completed half-termly which identifies the intended learning for children working towards the Early Learning Goals.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. Indoor spaces are planned so that children can independently access a variety of resources and an appropriate range of activities are provided. The outdoor space is planned to give children opportunities for doing things in different ways on different scales. We use materials and equipment that reflect both the community that the children come from and the wider world. Resources and activities are planned based on children's interests and the half termly topic.

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.

Staff also consider 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**

We ensure that there is a balance between adult led and child-initiated activities across the day. We believe that even during child-initiated activities the adults' role and interaction with the children is essential as this helps to build the children's understanding and so guides new learning. The role of the adult is to continually model, demonstrate and question what the children are doing, either through participation in the children's game or encouraging the children to participate or complete a task with the adult. The children are taught through a number of different strategies that are both Early Years based as well as direct teaching and other more investigative project based learning approaches.

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.

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

In the **Goldsborough Sicklinghall Federation** ongoing assessment is an integral part of the learning and development processes. It is an essential and important part of the Early Years for children's learning and development. This involves practitioners observing children in a variety of opportunities to gain an understanding of each child's level of understanding. This happens throughout any taught session as well as during free exploration times when children are embedding and extending any previous learning. These observations and assessments will then be used to shape and alter any future learning.

Observations are made using Tapestry which allows staff to observe, take photos and make notes while listening to dialogue between children. This allows us to build up a picture in a variety of opportunities and areas and comment on what we feel are the next steps for the children. We are then able to share these experiences with the children's parents instantly, by uploading the observation to the children's learning journey.

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. 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. When Parents/carers and practitioners work together in reception, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

We aim to develop this by outlining how the EYFS is being delivered to Parents/carers during the new parents meeting in July, to enable them to understand the value of supporting their child's learning at home and how they can access more information. We operate an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner, and also to view children's work.

The children each have a Tapestry online learning journal and parents are regularly informed through this. We also provide a weekly update on the school website and on the school Twitter page. We actively encourage and celebrate learning observations on Tapestry that have been completed at home.

Half termly curriculum newsletters and Tapestry information documents are also sent home at the start of each term, to inform parents how they can support learning at home.

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

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Headteacher annually.

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

As EYFS forms part of the Primary School setting, all other school policies adopted on behalf of the **Goldsborough Sicklinghall Federation** apply to EYFS.