

Fairhouse Primary School

EYFS Foundation Stage Policy



Written by:	Kelly Hamilton	Date: September 2021
Last reviewed on:	September 2021	
Next review due by:	September 2024	

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 Statutory Framework for the Early Years Foundation Stage (September 2021)

3. Structure of the EYFS

Our EYFS provision is for two Reception classes who receive full time education.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS reform and within the New Development Matters September 2021.

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
- 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

The staff use our Cornerstones curriculum to planned themed learning around a half term's topic. We also focus on a core text each week – which is linked to the topic. Within our reception curriculum, we teach synthetic phonics through the Ruth Miskin Read, Write Inc. scheme and follow the "Route through Reception" plan. We also use the White Rose curriculum (from the Maths Hub) for Reception as our guide for coverage and progression in maths.

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 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.

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.

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

A Fairhouse 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.

Assessment should not entail prolonged breaks from interaction with children, nor excessive paperwork. When assessing whether an individual child's at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Parents and carers will be kept up to date with their child's progress and development. Teachers and practitioners should address any learning needs in partnership with parents/carers and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development to support a successful transition into key stage 1.

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 the expected levels of development
- Not yet meeting reaching the expected levels of development ("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.

The profile must be completed for all children, including those with SEND. Reasonable adjustments to the processes for children with SEND must be made as appropriate.

Year 1 teachers must be given a copy of the profile report. These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs.

The outcome of the EYFS profile must be reported to the local education authority upon request.

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 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 (the class teacher) 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 Fairhouse Primary School, we use Tapestry as a way to engage and report progress and attainment to parents and so that parents can report back to school.

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 every 3 of years.

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