Dunnington C of E VA Primary School

Early Years Foundation Stage (EYFS) Policy

We Care, We Believe, We Succeed – Together

Our Christian Vision

'Encourage one another and build each other up' (1 Thessalonians 5: 11)

Our Vision is to place the child at the heart of everything we do. It is to work together, where everyone encourages each other to be a partner in learning.

We aim to provide a safe, happy, caring and stimulating community, where every child is given the opportunity to reach their true potential and to celebrate their successes. Within our learning environment, children will:

- develop a thirst for knowledge, they will be encouraged to raise questions and develop their thinking and learning skills.
- develop physically, emotionally and spiritually, ensuring they are equipped for the ever-changing and demanding world in which we live.

In our school we will:

- respect each other's beliefs
- care for each other and the environment
- connect with the wider community

In learning and teaching we will set high standards and aspire for excellence in everything we do, ensuring that our curriculum is relevant and purposeful. We are determined to create an inclusive culture of learning where all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

Headteacher	Monica Gamble – Interim Headteacher
Policy Approved by	Full Governing Board
Date Approved	10th July 2023
Signed By Chair of Governors (Emma Daniell)	
Review Date	July 2026

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a 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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Reception children are entitled to a Universal Free School Meal throughout the year, although families may choose to supply a packed lunch from home if they wish. Children under 5 are also entitled to a daily carton of milk. Once a child is 5 years old, milk can be ordered and paid via the school office. Please see below for a typical day in our Reception setting:

8.55 am – Children enter the classroom via the outside door and put away their belongings. Start the school day at the carpet with a selected activity (for example, writing their name or looking at a book)

9.00 am - 9.05am – Register is completed and the visual timetable is shared so children have a good understanding of the outline of the day.

9.05am - 9.25am – Collective Worship – this may take place in the school hall with all classes or it may take place in the classroom.

9.25am - 10.15am – Children access independent activities and also guided activities led by the teacher/teaching assistant

10.15am -10.30am – Go to the toilet, wash hands and have a morning snack.

10.30am - 10.45am – Playtime on the playground.

10.45am - 11.50am – Phonics Session. After this, children have access to independent activities.

11.50am - Get ready for Lunch

12pm - 1pm – Lunch and lunchtime play outside.

1pm Afternoon Register

1.05 – 1.55pm Whole class maths teaching followed by guided activities.

2pm -3pm – Independent activities, 1:1 activities and interventions.

3pm - 3.15pm – Story time then get ready to go home

PE sessions take place on a weekly basis as does Forest School.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 plan activities and experiences for children that enable children to develop and learn effectively. 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, staff 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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Purposeful play is enabled through continuous provision both inside and outside the classroom incorporating our Forest School area and outdoor learning area. Continuous provision activities are changed on a weekly basis and they are tailored to the children's current learning needs and interests.

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

Assessments are made to inform staff of individual pupils and the needs of the class as a whole. This information is used to plan appropriate activities to match children's specific needs.

Assessment in Reception happens in different ways, these include:

- **Baseline Assessments**

Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment (RBA). This Baseline assessment will enable a starting point to be established and will ensure clear targets can be set for the next half-term.

- **Regular Observations**

Regular observations will be made by the practitioners, these will be documented through notes, observations and photographs.

- **Personal Journal**

Each child has a personal learning journal which will record their achievements throughout the year. The online journal will be available via Seesaw and a folder will be brought home at the end of the year.

- **Early Learning Goals**

At the end of the year the children will be assessed against the Early Learning Goals (ELG), a report of this data is given to the local authority containing a summary of each child's data.

- **School Reports**

A report summarising each child's achievements is sent to parents at the end of the school year.

- **Profile Data**

Profile data is discussed with the Year 1 teacher to ensure there us a smooth transition from EYFS to 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 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. This also includes a section on ‘Characteristics of Effective Learning’ so parents can see the judgements in these areas alongside the curriculum. These all inform the Annual Report which is sent to parents in July. Targets for the beginning of the next academic year are sent out with the child’s annual report and a copy handed to the next class teacher alongside an up-to-date class provision map.

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. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Before a child joins us in Reception, in June/July, we offer a ‘New Parents Induction Meeting’ during which we give an overview of our curriculum, our school values, the school day for a Reception child and our uniform policy. This meeting is also attended by school governors and members of the PTA so new parents can understand how our school is part of a wider family. New children are invited to a ‘play session’ to prepare them for starting school in September.

At the beginning of the year in September, we offer a parents’ information meeting whereby we share with our parents’ more details of school routines and the teaching structure. We explain how maths is taught, especially the importance of practical apparatus and how this links through to reasoning and problem-solving skills. We discuss questions parents can ask their child to understand what they have been learning about each day. As this happens within the first few weeks of their child starting school, it is also an opportunity for the parents to ask any questions or to make any observations about the school journey so far. We also provide an opportunity for parents to meet with us to learn how we teach phonics and how this is represented in our teaching of reading and writing.

The Reception Class teacher is on the school playground each morning and each afternoon to discuss any immediate concerns or queries with parents and the school ensures there is an open-door policy for parents to speak to staff. Parents/carers are invited into school on regular occasions such as Sharing Assembly, school performances, school visits and PTA events. Throughout the year, parents/carers are kept up to date with their child’s progress and development through the termly parents’ consultation evenings in October and March. The EYFS profile and Annual Report, issued in July, also help to provide parents/carers with a well-rounded picture of their child’s knowledge, understanding and abilities at the end of the academic year.

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

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

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Healthy food
- The importance of exercise and sleep

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 Headteacher every three 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

First subheading (if required)