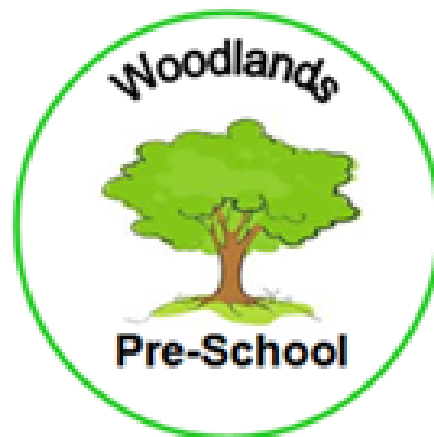


Early Years Foundation Stage (EYFS) Policy

Binley Woods Primary School and Woodlands Preschool



Approved by:	Governing Body	Date: March 2022
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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](#).

3. Structure of the EYFS

Provision for EYFS at Binley Woods Primary School is delivered in our Early Years Unit which comprises of Woodlands Preschool and our Reception class. Woodlands Preschool has provision for up to 24 children and has three intakes each year (September, January and April) with children entering preschool the term after their third birthday. Woodlands Preschool currently operates in the mornings (9.00-12.00) and also offers a Lunch Club (12.00-1.30). Our Reception class offers places for up to 30 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.

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

4.1 Planning

We have used the Development Matters document to support the development of our curriculum which is planned progressively from when children join us in Preschool and throughout Reception up until the end of the EYFS.

In order to ensure that our curriculum is progressive we have long term curriculum maps for Preschool and Reception in each of the seven areas of learning. The skills and knowledge detailed on each of these curriculum maps is then used to inform our termly curriculum maps.

Our half-termly theme titles enable practitioners to support the children's learning of the skills and knowledge set out in our curriculum map. We strive to introduce children to concepts and ideas while following their interests within these themes.

Our children learn by playing and exploring, being active, and through creative and critical thinking. Our provision ensures that children develop these positive attitudes to learning. This is achieved through our carefully planned and organised learning environment which provides an engaging and stimulating place for children to develop independent learning skills and the knowledge set out in our curriculum.

4.2 Teaching

Our children learn by playing and exploring, being active, and through creative and critical thinking. Our provision ensures that children develop these positive attitudes to learning. This is achieved through our carefully planned and organised learning environment which provides an engaging and stimulating place for children to develop independent learning skills and the knowledge set out in our curriculum.

Teaching and learning is tailored to the needs of the cohort of children and provides a balance of adult led and child-initiated learning opportunities. The children learn early skills in Maths and Phonics through taught adult led sessions. This happens in both Preschool and Reception in developmental and age appropriate ways. The children then have the opportunity to practise these skills whilst accessing carefully planned enhancements and activities in our continuous provision.

Adults play a key role through facilitating learning in a play partner role, as well as supporting learning through focused, adult-led activities. We use the principles of Shared Sustained Thinking when interacting with our children as it supports the development of their early language and vocabulary. Adults 'think aloud' to model sentence structure and language, as well as posing open ended questions or suggestions. This supports children with extending their answers and gradually being able to communicate thoughts, ideas and knowledge in more detail.

5. Assessment

At Binley Woods 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. Staff also take into account, observations shared by parents and/or carers.

Through their interactions with the children; adults become very knowledgeable about their needs, interests and current attainment. Adults record 'wow' moments when a child takes a next step in their learning which are collated using tapestry. We strive for all children to make progress from their varied starting points and attainment is tracked throughout the year. This enables us to identify which children are 'on track', identify individual needs and plan for targeted support. We have assessment 'Checkpoints' at key points in the academic year (baseline and end of Autumn/Spring Terms) and end of year 'Curriculum Goals' for Preschool and Reception.

Alongside our own ongoing assessments and baseline procedures, 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 where possible, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. Our progress checks relating to our curriculum goals and completion of 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 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.

In addition to the above, parents and carers receive half-termly curriculum letters which detail our learning as well as information and activities to support early reading and maths. We encourage parents send photographs of their child's learning and achievements when not at school and these are added to tapestry. Parents and carers are informed about their child's learning at termly Parent's Evenings alongside informal opportunities such as parent information events and at the end of the school day.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by

- Using non-fiction texts to talk about teeth and oral hygiene.
- Talking to the children about the importance of brushing your teeth. This is also supported by a visit from a local dentist.
- Using Jigsaw PSHE Curriculum as a scheme of work in Reception.

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 EYFS Team and Headteacher every three years.
At every review, the policy will be shared with the governing body.

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