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**Early Years Foundation Stage (EYFS) Policy**

**SUMMARY**

This policy reflects the school’s EYFS curriculum and complies with the [Statutory framework for the early years foundation stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)

**POLICY OWNER**

Robert Howell

Headteacher

**DELEGATION**

Performance Enrichment Committee

**DATE OF APPROVAL**

January 2024

**DATE OF NEXT REVIEW**

January 2025

**REVIEW CYCLE**

Annual

**PUBLISHED ON WEBSITE**

Yes

**POLICY SOURCE**

[The Key for School Leaders](https://schoolleaders.thekeysupport.com/)

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Paper copies available by emailing [admin@alfredsutton.reading.sch.uk](mailto:admin@alfredsutton.reading.sch.uk)

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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](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

**3. Structure of the EYFS**

Early Years at Alfred Sutton Primary School comprise of two Nursery classes and three Reception classes. Children start school in our nursery classes in the term after they turn 3 years old. Nursery children can attend 5 morning or 5 afternoon sessions and if eligible they can attend full time (30 hours funding).

**4. Curriculum**

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

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

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

Three characteristics of effective teaching and learning are:

* **playing and exploring** – children investigate and experience things, and ‘have a go’
* **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
* **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies of doing things

**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 (nursery) 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, staff reflect on the different ways that children learn and include these in their practice.

Staff use text-based approach to planning, selecting high quality books with engaging topics and challenging vocabulary. From this text exciting, open-ended activities are planned, and enhanced learning opportunities are provided throughout the environment.

At Alfred Sutton Primary School, we plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning as well as opportunities for challenge and consolidation.

**4.2 Teaching**

All areas of learning and development are implemented through planned, purposeful play, and through a balance of adult-led and child-initiated activities. 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 children is essential as this helps to build the children’s understanding and so guides new learning.

The classrooms and gardens reflect the interests of children and the text being used and high-quality interactions between adults and children positively impact their experiences. Staff teaching and working throughout the EYFS, make sure activities and learning opportunities are suited to each child’s unique needs and interests, guiding their development through warm, positive interactions.

We encourage children to develop confidence and self-esteem and add challenge to their play, so that they are continually increasing their knowledge and understanding of the world around them. 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**

At Alfred Sutton Primary School, ongoing assessment is an integral part of the learning and development processes. This involves practitioners observing children during carpet times, adult-led learning and child-initiated activities. These observations allow practitioners to assess each child’s level of understanding. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and targeted support. In Nursery and Reception, staff also complete assessment checks four times a year.

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](https://www.gov.uk/government/publications/development-matters--2)) 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**

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. Tapestry, a secure online learning journal, is used to share weekly learning updates, homework learning activities, ‘WOW’ moments, comments, photos and videos of the child’s play and learning at school. Tapestry also allows parents to upload and share observations with us.

The 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, 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.

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 and families about:

The effects of eating too many sweet things

The importance of brushing your teeth

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 Performance Enrichment Committee annually.

**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 |