

Early Years Foundation Stage (EYFS) Policy 2023**Last review: Spring 2024****Next review: Spring 2026****Aims of the Early Years Foundation Stage****The Statutory Framework for the Early Years Foundation Stage – setting the standards for learning & development**

This EYFS policy aims to ensure:

- Each unique child is offered a broad and balanced curriculum that enables them to develop the wide range of knowledge and skills that provide the right foundation for good future progress through school and life
- Quality and consistency in provision and practice so that every child makes good progress and no child gets left behind
- Planning for the learning and development of each individual child is prioritised, and what they have learned is assessed and reviewed on a regular basis
- Partnership working between practitioners and with parents and/or carers is valued
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on the learning and development requirements as stated in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2023.

EYFS Areas of Learning & Development

We aim to create a high quality and ambitious curriculum whereby all children are given the best possible start in their early education and are given the essential knowledge and skills they need to prepare them for future success.

There are seven areas of learning and development that shape educational programmes in our setting. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support children in the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational Programmes

Educational programmes as set in the Statutory Framework are high level curriculum summaries which set out what should be taught in our setting for each area of learning. These involve activities and experiences for children to learn and develop within each area.

Learning & Development Considerations

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. We consider the individual needs, interests, and development of each child in our care. We use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development ensuring that we support the three characteristics of effective learning.

The characteristics of effective teaching and learning:

- **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 for doing things

Working with our youngest children (Nursery) we place a strong focus on developing the prime areas to ensure that all children develop strong foundations in each of these areas. Specific areas are then planned to provide children with a broad curriculum and provide children with opportunities to strengthen and apply the prime area of learning.

Throughout the early years, if a child's progress in any prime area gives us cause for concern, we will discuss this with the child's parents and/or carers and agree how to support their child. We will consider whether a child may have a special educational need or disability which requires specialist support. We have a designated SENco to ensure that all children with SEND have full access to early education and the appropriate support is given.

For children whose home language is not English we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

We believe play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. We encourage children to learn by leading their own play and by taking part in play which is guided by adults.

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.

Partnership with parents/carers

Parental engagement is actively encouraged and parents/carers are welcomed to liaise with staff at the end of the school day.

Throughout the year staff ensure parents/carers are:

- well informed with their child's progress and development through regular parent consultations
- given an end of year progress report giving them a well rounded picture of their child's knowledge, understanding and ability.
- encouraged to attend workshops to help support their child's learning at home.

Key Person

Each child is assigned a Key Person who will seek to engage and support parents/carers in guiding their child's development at home. The Key Person will foster relationships with their key children and form close attachments to ensure that every child's learning and care is tailored to meet their individual needs.

Assessment

We believe:

- assessment plays an important part in helping us to recognise children's progress, understand their needs and to plan activities and support
- assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork
- parents and/or carers should be kept up-to-date with their child's progress and development

Progress Check Age

When a child is **aged between 2 and 3**, we will review their progress and provide parents and/or carers with a written summary of the child's development in the three prime areas. This 'progress check' will highlight the areas in which a child is progressing well and the areas in which additional support is needed.

Assessment at the start of the reception year

The Reception Baseline Assessment (RBA) is a short assessment that will take place within the first six weeks that a child **starts reception**.

Assessment at the end of the reception year

In the final term of the year in which a child turns five we complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- meeting expected levels of development
- not yet reaching expected levels ('emerging')

We will share the results of the profile with parents/carers and with their year 1 teacher.

Safeguarding and welfare requirements

We will promote the good health, including the oral health, of children attending the setting.

The remainder of our safeguarding and welfare requirements are outlined in our whole school/setting safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by Adam Buckeridge every 2 of years.

This policy will be shared with the governing board following each review.

Approved by: Governing Board Date: 26th March 2024

Last reviewed on: Spring 2024

Next review due by: Spring 2025