



# Early Years Foundation Stage (EYFS) policy Inkberrow Primary School

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Chair of Governors	Mr Chris Burdett
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## 1. Aims

This policy aims to ensure:

- Quality and consistency, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

## 2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years provision is made up of one Reception class. Children have a single point of entry.

## 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. 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**

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 (Characteristics of Effective Learning) 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.

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 Inkberrow 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.

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 Trust 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. The progress check and 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 (in Reception this is 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.

## **7. Transition**

School communicates with parents and carers via telephone, letter, email and face to face prior to the children starting school:

- Open day (prior to registering)
- New parents meeting (once place accepted)
- Nursery visits, both ways
- Transition morning on "move up" day
- Forest School Morning
- Marvellous Me boxes
- Staggered start at the beginning of the Autumn Term to meet the needs of the individual
- All about Me booklet
- Our school booklet
- Information for parents - paper and school website

## **8. 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 healthy eating; we don't eat sweets in school
- The importance of brushing your teeth
- The importance of drinking water and eating fruit and vegetables
- The importance of exercise
- What clothes to wear for different weathers
- The importance of washing hands
- How to keep safe- stranger danger/ PANTS

The rest of our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

## **9. Monitoring Arrangements**

This policy will be reviewed and approved by the Head Teacher every two 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 Safeguarding (inc Child Protection) Policy
Procedure for responding to illness	See Infection Control Policy
Administering Medicines Policy	See Administration of Medicines Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Visitor Policy
Procedures for a parent failing to collect a child and for missing children	See Missing Child Policy and Uncollected Child Policy
Procedure for dealing with concerns and complaints	See Complaints Policy (AAT)