



EARLY YEARS FOUNDATION STAGE POLICY

This Policy was approved by Governors in:	July 2023
This Policy was shared with staff in:	July 2023
Implementation of this Policy will be monitored by:	SLT
Monitoring will take place at regular intervals	
The Policy will be reviewed regularly.	
Policy Review Date:	June 2023
Date of next Review:	June 2024

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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation/Curriculum

Our early years setting follows the 2021 EYFS curriculum. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The ‘prime’ areas of learning and development are:

- Communication and language
 - Listening, attention and understanding
 - Speaking
- Physical development
 - Gross motor skills
 - Fine motor skills
- Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships

The ‘specific’ areas of learning and development are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Number
 - Numerical patterns
- Understanding the world
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

The Early Learning Goals are used to support teachers to make a holistic, bestfit judgements about a child's development and their readiness for Year 1. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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.

Assessment

At Poverest,, 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).

In June, 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, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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 has a key person (usually the class teacher) who ensures 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 and helps families to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead, SLT and Governors every year. 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

Oracy Project

What was the problem? Why did we decide to introduce this project in the school?

In our school many of the children come into Reception with a very limited vocabulary. This issue continues to affect them as they progress through the school, as even with vocabulary being introduced each year the children are unable to effectively use this independently or forget what they have learnt from the previous years.

Challenge: Describe what you were trying to achieve

We wanted the children to gain a larger vocabulary that they can use in their writing through exploring key vocab in the texts used throughout the year.

What did you do?

In EYFS, we picked out 3 words for the week which were picked from the text we were reading and explored the meanings of these words through actions, vocabulary trays using small world toys, independent tasks set around the classroom, and through hands-on experiences through role play which we have used for a standalone communication and language lesson.

What was the impact?

The children have learnt new words which they use in their play and in some cases in their writing, showing they understand their meaning. We hope that whilst not all children have used these words in their writing that because they have an understanding of the words we have looked at and can recall them, that they will use these in later years in their writing further up the school.

Has it been evaluated? How successful has it been?

Describe evidence of success - children saying the words, children using the words in their writing, photos, videos etc.

TF asked me 'Is this connected?' when asking about two marble run pieces stuck together.

AJ used the word 'murky' in her writing after we followed a treasure map as pirates in which we explored the murky water.

The children self identified themselves as artists when asked about their special talent/skill

All of the children learnt the word 'passengers' when discussing the topic of buses and were able to transfer the idea of passengers not only being for buses but also planes when we had our plane topic.

After learning the word 'enemies' from our Remembrance Day topic, when reading a story about two people who did not get on the children exclaimed they were enemies.

Further development

Reception and Year 1 teachers will share their experiences of the project with the rest of staff during a staff meeting in the Summer Term, and the project will then be rolled out to the whole school.

Key Learning Points

Role playing and small world activities to explore stories has been an effective way of embedding vocabulary, particularly 'the naughty bus' small world.



Making 'terrifying' and 'fearsome' puppets.

Engaging in the story 'The Naughty Bus' discussing where the traffic could be found, retelling the story and talking about passengers



Making smoothies and exploring imperative verbs

**Going on a 'journey' around the school to find items.
Reciting repeated phrases from 'The train ride', "we're off on a journey, what will we see, what will we see?"**

