

Early Years Foundation Stage (EYFS) policy

Toddington St George

C of E School

"Lighting A Spark In Everyone - Let Your Light Shine" (Matthew 5:15)

Approved by:	Colette Lamb	Date: 22 September 2021
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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](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At St Georges our Early Years provision consists of a nursery class which currently offers families 5 morning sessions or 5 afternoon sessions or an all-day place if eligible. The nursery morning class runs from 8.30am – 11.30am and the afternoon session runs from 12.30pm-3.30pm. Families can use their 15 hours universal child care allocation for these sessions. If a child is eligible for 30 hours child care funding they can attend both sessions. Children who attend all day will also stay for our lunch club which is charged at £25 per week. The nursery is open in school term time only.

We also have 2 Reception Classes.

Reception classes are full time education classes which run in school term time only.

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

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 and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful learning opportunities that can be achieved through play and exploration inside and outside. This is implemented through a mix of adult-led and child-initiated activities where children are encouraged to choose their own learning. Through observation staff respond to each child's emerging needs, interests and next steps, 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 St. George's 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.

At St Georges we use an online learning journey called Tapestry. Tapestry builds a very special record of a child's experiences, interests, development and learning journey through their Early Years education. Using photos, videos, and diary entries, a teacher and early years practitioner, along with the child's parents or carers, and the child themselves create a story of how they are growing and developing. The Tapestry platform then works seamlessly to enable these memories to be kept as a permanent record of each child's unique journey.

These observations are used to inform assessment and 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 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. 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 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

- The effects of eating too many sweet things.
- The importance of brushing your teeth.
- Sessions run by our local dentist surgery.

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 Headteacher every 2 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 child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy and responding to illness 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 non-collection and missing child policies
Procedure for dealing with concerns and complaints	See complaints policy