

Early Years Foundation Stage policy

Furneux Pelham C of E School



Roots to grow,
Wings to soar

Approved by: CPW

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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 \(EYFS\)](#) for 2023.

3. Structure of the EYFS

Children enter our Early Years for the Reception Year. Most families choose to enter into full time attendance from September. Those children who turn 5 in the spring or summer term of the school year are given the option to begin their Reception year on a part-time basis initially, with the aim of them moving as quickly as possible to full time. Although all of our classes are mixed age, we choose whenever possible to keep our EYFS class as purely reception children so that learning can be focused upon the EYFS curriculum in this class.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of 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

4.1 Planning

Through observational assessment staff gain knowledge of how children are learning and making progress and this effectively informs planning. In turn this enables all staff to purposefully work together to create a learning environment inside and outside that is vibrant, purposeful, challenging and supportive.

Planning can show how observations inform provision and practice flexibly and staff can show how children's needs and interests are being met effectively.

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

Teaching meets the needs and interests of children's social and emotional development and learning by providing learning environments both indoors and outdoors that allow children to develop and learn through play in a secure and supportive way.

Adults understand what children need to develop and learn and are able to share this effectively with parents/carers. Children are encouraged to talk about their learning and are given opportunities for sustained self-chosen play. Each area of learning and development is implemented through this 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. Observations of children inform this planning and provision for learning and development effectively.

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 Furneux Pelham 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 Furneux Pelham School, all staff working within the EYFS setting effectively feed into observation systems; all children are regularly observed in a variety of contexts and observations are shared with children and parents/carers. In turn, parents/carers are encouraged to make observations of their children and these are discussed with practitioners.

Effective observations systems ensure that children's needs and interests are being met. Three focus pupils per week are chosen on rotation to ensure carefully planned and targeted observations of children which are thorough and regular and are closely linked to next steps take place. Progress and next steps of learning are also shared with parents/carers in the form of parent meetings after the focus week.

Learning journals on Tapestry [a web-based process] use a variety of observations. Children and parents/carers are involved in collecting evidence and observational evidence. Learning journals on Tapestry are individual records of children's interests, learning styles and progress.

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 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 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 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, with the support of the EYFS leader and SENCo, also helps families to engage with more specialist support, if appropriate.

7. Valuing diversity and promoting equality

Furneux Pelham School is fully inclusive in meeting the needs of all children. We understand that many factors affect the well-being of children and can impact on their learning and attainment.

Furneux Pelham School is committed to promoting equality of opportunity and to valuing diversity for all children and families.

We aim to:

- provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;

- promote equality and value diversity;
- challenge and eliminate discriminatory actions;
- make inclusion a thread that runs through all of the activities of the setting;
- foster good relations between all communities.

8. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

This learning is enriched through visits from experts who are able to develop the children's understanding of oral health.

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

9. Monitoring arrangements

This policy will be reviewed every 3 years or earlier, if required.

At every review, the policy will be shared with the governing body.

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