



Temple Sowerby CE Primary School

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Approved by:	Mrs Emma Capstick	Date: 06/09/23
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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](#).

3. Structure of the EYFS

At Temple Sowerby Church of England Primary School the EYFS caters for pupils in Pre-school and Reception. The school day starts at 9.00am and finishes at 3.30pm. The pre-school sessions run from 9.00am until 3.30pm, the children can stay all day or for part of the day. In addition to the school day, we have breakfast club from 8am and after school club until 5pm (4.30pm on Fridays).

To inquire about attending Pre-school, contact school in the first instance. Once your child is regularly attending Pre-school, please complete a booking form, which can be found on the Early Years section of the school website.

4. Curriculum

Our early years setting follows a curriculum based on EYFS statutory framework January 2024 and Development Matters 2020 (updated 2023).

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

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. We have an interesting and varied long term curriculum which forms a basis for the weekly planning. The planning objectives within the Foundation Stage are from the Development Matters Sept 2020 (updated Dec 2023).

The planning is based upon themes with discrete phonics, maths and reading directed teaching. However, planning, which is based upon a different topic which is identified as vehicle of interest to deliver the children's next steps in learning, also therefore responds to the needs, achievement and interest of the children.

Our medium-term planning identifies the intended learning, with outcomes, for children working towards the age appropriate outcomes. The EYFS lead, alongside other 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.

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside areas across the day; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

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 Temple Sowerby CoE 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 may include photographic evidence and through planned activities 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).

The teacher, H.L.T.A. and T.A.s keeps progress records, online learning journals and records examples of each child's work. Tracking grids are updated at the end of each term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process.

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 staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child works closely with all adults in school, but will also be 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.

Regular updates of activities children have completed will be shared with parents on tapestry.

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

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 Emma Capstick the Early Years Lead every two years or as necessary. 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 policy and procedures
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See child protection policy and procedures
Emergency evacuation procedure	See health and safety policy and Fire risk assessments
Procedure for checking the identity of visitors	See child protection policy and procedures
Procedures for a parent failing to collect a child and for missing children	See child protection policy and procedures and health and safety policy
Procedure for dealing with concerns and complaints	See complaints procedures