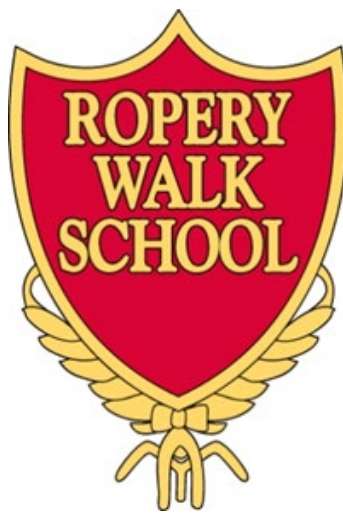


# Early Years Foundation Stage (EYFS) policy

Ropery Walk Primary School



<b>Approved by:</b>		<b>Date:</b>	
<b>Last reviewed on:</b>	14.7.23		
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## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the extensive 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.

### 1.1 Intent

The Foundation Stage underpins all future learning by promoting and developing:

- **Personal, social, and emotional well-being**, including developing secure attachments, supporting the management of emotions, developing a positive sense of self, learning how to look after their bodies (healthy lifestyles and managing personal needs independently)
- **Communication and Language** in a range of language rich environments that allow for back-and-forth conversations, commenting and echoing and frequent reading to allow children to thrive.
- **Literacy**; our aim is for children to develop a lifelong love of reading through language comprehension which starts from birth and involves providing opportunities for children to talk about the world around them. Children explore books, poetry, and songs together and develop word reading through speedy decoding work, writing and composition.
- **Mathematics**; a strong grounding in number to allow all children to develop the necessary building blocks to excel, whilst also providing frequent and varied opportunities to build and apply this understanding and opportunities for children to develop their spatial reasoning skills.
- An **understanding of our diverse world** through guiding children to make sense of their physical world and communities, drawing on personal experiences and listening to a broad range of stories.
- **Physical development**, enabling children to develop and practise fine and gross motor skills and develop strength, proficiency, control, and confidence through repeated and varied opportunities for play both indoors and outdoors
- **Expressive arts and design** support children's imagination and creativity through regular in-depth opportunities to explore and play with a wide range of quality and varied media and materials.

## 2. Legislation

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This policy is based on requirements set out in the statutory framework for the Early Years Foundation stage (applies from September 4<sup>th</sup> 2023)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1170108/EYFS\\_framework\\_from\\_September\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf)

### 3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) extends from birth to the end of the reception year. At Ropery Walk Primary School entry is at the beginning of the school year in which the children are four and five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).

We plan a safe and secure learning environment, both indoors and outdoors, that encourages a positive attitude to learning and development coupled with secure routines for play and learning. There are specific areas that offer a range of different experiences that allow our children to engage, explore and investigate. We use materials and equipment that reflect both the community that the children come from and the wider world. We create an enabling environment where adults respond to the individual interests and the needs of each child to help them to build their learning over time. Reception has its own enclosed outdoor area.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2023.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 that enable children to develop and learn 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 special educational needs or disabilities, 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.

Practitioners use assessment from the children's previous settings alongside ongoing day to day observations to plan and respond to children's emerging needs in order to guide their progress towards the expected level of development at the end of the reception year. Discrete teaching of phonics, maths and reading is intermixed with this, allowing staff to create learning experiences that account for the children's next steps in learning as

well as responding to the needs and interests of the children. Short term planning is completed weekly and identifies the essential skills and knowledge which children need to progress in specific areas of learning.

## 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 a greater focus on teaching the essential skills and knowledge in the specific areas of learning to help prepare children for year 1.

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of learning.

- **Playing and Exploring**

We aim to provide a challenging environment which supports and extends children's learning through planned activities covering all aspects of the foundation stage curriculum. Alongside this we also allow children periods of uninterrupted play in which they can actively explore their environment, set their own challenges and make their own discoveries.

- **Active Learning**

We aim to provide children with independence and control over their learning. We aim to foster determination and resilience within the setting through learning opportunities that allow children to develop their concentration, problem solving skills and explore how to overcome challenges.

- **Creativity and Critical Thinking**

Children are given opportunities to develop their own ideas, make links between ideas and develop strategies for doing things through open access to resources, the autonomy to move around their environment independently and support in the form of open-ended questions and clarifying if needed.

## 5. Assessment

At Ropery Walk ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

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 other local schools and the local authority, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards and beyond the Early Learning Goals. It covers each of the seven areas of learning contained in the Early Years Foundation Stage Statutory Framework. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

The teacher completes assessments each term, and then updates EYFS records for each child. Progress of children is monitored throughout the year, especially those from vulnerable groups, and interventions employed where necessary.

- **Formative assessment**

Ongoing assessment is an integral part of the learning and development process at Ropery Walk and it involves practitioners assessing children's day to day achievements and interests to tailor teaching and learning experience for each child. Each teacher keeps a range of evidence, such as photos, observations, and record sheets to record children's achievements. Evidence is also collected through the Evidence Me electronic evidence gathering system. Each child also has workbooks which record evidence of achievement in a range of areas of learning.

- **Summative assessment**

At the end of the school year the practitioners make a holistic, best-fit judgement whether an individual child has met the expected level of development. This information is available to the local authority upon request. This assessment helps and informs a dialogue and assists with the planning between practitioners and year 1 teachers about each child's learning and development, to support the successful transition to key stage 1. Parents receive an annual report that offers brief comments on their child's progress in each area of learning, and comments on the characteristics of their child's learning. It highlights the child's strengths and development needs and gives details of the child's general progress. Reports are completed and sent out in summer term each year.

## 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.

At Ropery Walk Primary School, we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise that parent/carers are children's first and most enduring educators and we value working with them in their child's education through:

- Inviting prospective parent/carers to view our facilities before the school selection process is completed.
- Inviting all parents/carers to an induction meeting during the term before their child starts school to discuss school routines, expectations and to answer any questions parents/ carers may have.
- Offering parent/carers regular opportunities to talk about their child's progress in our Reception Class.
- Providing a starter information pack about commencing Reception at Ropery Walk.
- Encouraging parent/carers to talk to the child's teacher if there are any concerns.
- Encouraging parent/carers to stay if there are problems with the child's admission.
- Providing regular communication with home through the child's reading record book and Class Dojo.
- Offering a formal meeting for parents (Autumn term) at which the child's progress can be discussed.
- Sending a written report on their child's attainment and progress, in relation to the foundation profile, at the end of the year;
- Inviting parents into school to attend a range of activities/ events throughout the year such as Christmas productions, Sport's day and assemblies where possible.

All staff working within the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We aim to continue the positive relationships between our school and the other educational settings and outside agencies in which the children may have had previous or ongoing

support from. Reception staff liaise with local nurseries during the children's final half term there to discuss the children's achievements and find out important information about the children.

## 7. Safeguarding and welfare procedures

At Ropery Walk Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023, in order to:

- Safeguard children
- Ensure the suitability of adults who have contact with children
- Promote good health
- Manage behaviour
- Maintain records, policies and 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

School has also applied to take part in the County Durham Supervised Toothbrushing Scheme Initiative starting September 2023.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy. An audit of EYFS safeguarding and welfare requirements has been completed and is readily available.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the governing body every second 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
EYFS Safeguarding and welfare requirements	See EYFS safeguarding and welfare requirement audit.
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