

St Levan Primary School
where all children SHINE...for life

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Early Years Foundation Stage (EYFS) Policy October 2022

Approved by:

Date:

Last reviewed on:

Next review due by:

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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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

At our school, we have provision for Reception aged pupils (FS2). These children, although part of the mixed EYFS/KS1 class, have their own dedicated classroom and outdoor area.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 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

In order to follow the EYFS Framework, teachers generally use the Development Matters for planning and assessment although, depending upon the needs of individual pupils, Birth to Five Matters may also be consulted. These documents are used alongside the school's skills progression documents.

As part of a mixed age class with KS1 pupils, Reception children follow the same three year rolling programme which is themed around termly topics. However, the EYFS follow a responsive curriculum which may alter throughout the term according to the children's thoughts and ideas. Staff 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. To encourage the children to take ownership of their learning, topics evolve to suit them. Depending upon individual children's passions and what they would like to learn, a Sky topic, for example, could include anything from painting the colours of the rainbow, learning about different types of birds and flying creatures to building a flying vehicle for a toy.

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. Our learning environment reflects this and is personalised to meet the needs of our current cohort. For instance, a group of pupils who need to progress with Physical Development may benefit from additional time outside using the garden equipment, on the bikes or in the sand pit.

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 play, and through a mix of adult-led and child-initiated activities. Every day adult-led activities will include Read Write Inc phonics, a story and Maths. The children will also spend some time with their KS1 peers in adult-led lessons themed around the termly topic e.g. Geography. Activities in these lessons are adapted and scaffolded to allow the children to progress accordingly and gain the benefit of learning alongside older peers, for example in paired activities.

Staff take advantage of the school's outdoor space and use this to deliver the EYFS curriculum wherever possible. Dedicated time for outdoor learning once a week further fosters children's development.

In addition to some adult-led activities, a majority of the learning takes place through play and child-initiated activities; therefore the activities may change throughout the week accordingly. All 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 One.

5. Assessment

At St Levan 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 and there are frequent conversations between teachers and Teaching Assistants regarding children's development. Staff also take into account observations shared by parents and/or carers.

Within the first six weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Within the first term, staff will assess pupil's early language development using the Language Screen Assessment. Given that language underpins all other learning, this is crucial in identifying children who would benefit from additional support as early as possible.

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

Add further details of how your school works with parents, e.g. parents' evening and reporting arrangements. The following are suggestions only.

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. Termly parent consultations and end of year reporting of the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Regular conversations with teachers and Teaching Assistants at pick-up/drop-off and special events such as Open Mornings and Phonics Showcases further help to develop positive relationships and excellent communication. Children's achievements are shared with parents and/or carers and celebrated via certificates and the weekly bulletin.

7. Safeguarding and welfare procedures

We promote good health in the early years in a number of ways, including through our Jigsaw PSHE lessons which include a specific unit on 'Healthy Me'. We also promote children's health by talking to children about issues such as:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Keeping safe on Bonfire Night
- Road safety
- E-safety
- The importance of sleep
- Why eating fruit and vegetables is good for you (included within our cookery lessons, for example)

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 Vickie Hugh-Jones and Jessica Ferguson 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	Child protection policy
Procedure for responding to illness	Health and safety policy
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation procedure	Health and safety policy
Procedure for checking the identity of visitors	Child protection policy
Procedures for a parent failing to collect a child and for missing children	Child protection policy
Procedure for dealing with concerns and complaints	Complaints policy