

MEADOW PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) Policy



Aim Statement

At Meadow Primary school we aim to capture and sustain young children's interests; to empower them to become motivated learners with a desire to continue learning; to help them take their first educational steps positively and to meet the wider world of education with confidence.

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.

Aims of the Foundation Stage

- To make the child's first experience of school happy, positive and fun.
- To ensure that all children feel secure and valued.
- To provide a broad and balanced curriculum by well planned activities and lessons covering the six areas of learning of the Foundation Stage.
- To provide a rich and varied indoor and outdoor learning environment
- To establish positive relationships with parents.
- To foster love of learning, enquiring minds and the ability to discuss, adapt and negotiate.
- To value children's interests providing a balance of direct teaching and child initiated activities.
- To make careful observations and set targets to support and extend the children's learning appropriately.
- To help children develop self-control and to respect the feelings, needs, cultures and abilities of others.
- To develop key skills in early, communication literacy and numeracy that will prepare young children for Key Stage 1 of the National Curriculum.
- To ensure that children with special educational needs are identified and receive appropriate support.

Four guiding principles should shape practice in Early Years settings. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.

- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Curriculum

Our Early Years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. 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

Approaches to Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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.

The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;

- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve their maximum potential by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining our school;
- the clear aims for our work, and the regular monitoring to evaluate and improve what we do;
- the regular identification of training needs of all adults working within the Foundation Stage.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities and resources on offer, as we believe that this encourages independent learning. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Environment

We operate a free-flow Reception Unit where children choose to develop their skills and confidence through a wide range of activities both indoors and out. The children have the opportunity to mix with others across the year group. They develop a good knowledge of all the resources and activities available and are able to shape their learning towards their own preferences through free choice.

Through play our children explore and develop their learning skills and begin to make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. Through all of these, children develop an understanding of how they learn best and develop their skills in the 3 learning characteristics: playing and exploring, active learning and creating and thinking critically.

Statements

SEN / EAL / G&T (See Inclusion Policy)

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning (see our policy on school inclusion).

In the Foundation Stage we set realistic and challenging expectations that meet the needs of each individual child. We achieve this through regular assessment and identification of next steps in each area of the curriculum. We love to learn and enjoy planning opportunities that meet the needs and interests of all, with adult-led and independent activities differentiated according to need and personalised learning through adult-supported play.

Close and regular co-operation with parents is a priority in the Foundation Stage and we recognise the vital role that parents and carers play in their child's development. This relationship is even more of a priority for the children who have special needs. Extra pre-school visits may be arranged and discussion arranged with any professionals already involved with the child. Careful records will be made of strengths, areas for development and progress. Provision maps or Educational Health Care plans will be made and shared with parents, children and any staff who may work with the child.

Assessment (See Assessment Policy)

At Meadow Primary, ongoing assessment is an integral part of the learning and development processes. Throughout the foundation stage, as part of the learning and teaching process, we assess each child's development in relation to the EYFS Early Learning Goals. These assessments are made on the basis of our accumulating observations and knowledge of the whole child through both adult led activities and child initiated opportunities.

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)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86809/9/2020_Assessment_Framework_Reception_Baseline_Assessment.pdf

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.

In order to monitor individual children’s progress and attainment in Reception, we assess continuously and record attainment termly using their work, observations, individual targets and Tapestry. Tapestry a secured online learning journal (See Tapestry Policy) to record children’s achievements in school and we encourage parents to also add to them to assess in all areas of the foundation stage. Children are set realistic, challenging and individual targets each half term, the children choose their own area of learning to focus on and practice. It is placed on Tapestry where parents can practice and feedback on with their children. It is then reviewed and a new target set at the start of the next half term.

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 the end of Reception, the final year of the foundation stage, we produce a written report for each child which outlines their progress in all 17 aspects of the curriculum (7 areas) and the 3 characteristics of learning. This report is shared in detail with parents and Year 1 teachers in order to provide a smooth transition in to Key Stage 1.

Moderation of assessment takes place across the year group at least every half term and external moderation by County also usually occurs at least every 4 years.

See assessment policy for more information.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

Health and Safety

Please see Meadow Primary School’s Health and Safety Policy for more information.

Please see attached risk assessment for the outside area.

Equal Opportunities

Please see Meadow Primary School’s Equal Opportunity Policy for more information.

Name of policy	MPS EYFS Policy		
Statutory or Non-statutory	NS		
Level of ratification	Headteacher		
Timescale	2 years		
Half Term	Summer 1		
Approved by	 Laura Benardout Head of School	Date:	1.9.2021
Next review due by	Summer 1 2023		

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