



CLARE COMMUNITY
— PRIMARY SCHOOL —

Early Years Foundation Stage (EYFS) Policy

Contents

1. Aims..... 1

2. Legislation 1

3. Structure of the EYFS..... 2

4. Curriculum 2

5. Assessment..... 4

6. Working with parents 5

7. Safeguarding and welfare procedures..... 5

8. Monitoring arrangements..... **Error! Bookmark not defined.**

Appendix 1. List of statutory policies and procedures for the EYFS

1. Aims

This policy aims to ensure:

- That children in Reception 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
- Close partnership working between practitioners and with 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At Clare Primary School we have one Reception class with a September entry point.

Children attend school within term dates set for the whole school. The hours of day are as follows

Autumn term

Children can be brought to the classroom from 8.35

Spring and Summer term

Children line up on the main playground

8.45 School starts

8.55 registration closes

3.00 Home time

4. 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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively.

We follow a planning in the moment format for the majority of our curriculum. We display a weekly planning sheet where staff note down observations, teaching points and activities that have developed through children's play. We also note down adult initiated invitations and provocations for learning.

During the week there are discrete daily phonic sessions. For this we use the Storyworld Phonics Scheme. We then note down continuous provision that supports the children's learning.

We introduce maths concepts through play experiences and through some short, adult led sessions.

We plan using all areas, including outdoors and the wider community. Nature Detectives sessions provide the children with a weekly session that allows them to explore concepts within nature.

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.

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. 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.

5. Assessment

At Clare 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 are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Observations are recorded within the children's online Tapestry Learning Journal. Parents and carers are also encouraged to add observations from home and staff can then assign assessment criteria to these, where appropriate.

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
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

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.

The children each have a Tapestry online learning journal and parents are regularly informed through this. We also provide a weekly blog and alert them to any learning that will take place the following week.

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 also helps families to engage with more specialist support, if appropriate. The key person role is divided between the two class teachers.

Termly focus weeks allow staff to focus attention on a small number of pupils. Following on from this week a report is published on Tapestry and parents and carers are invited in to meet with the key person.

Parents and carers are encouraged to come in a help during event weeks such as World of work week.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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