



CLARE COMMUNITY
— PRIMARY SCHOOL —

Early Years Foundation Stage (EYFS) Policy

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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 https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

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

Spring and Summer term

Children line up on the main playground

8.45 children enter school

8.55 registration closes

3.00 Home time 3.15 (pupils in EYFS and KS1 make their way out at 3.10 to ensure safe dismissal)

4. Curriculum

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

During the week there are discrete daily phonic sessions. For this we use the Oxford Owl Essential Letters and Sounds Phonics Scheme.

We have daily Literacy lessons. For this we use the Rising Stars Read into Writing Scheme which is used across the school. The books that are used in Literacy help to inspire the children to plan their own activities that feed into different areas of learning.

We have short adult led Maths sessions following the White Rose Maths scheme in line with the rest of the school. We introduce maths concepts through play experiences and through some short, adult led sessions.

We plan using all areas, including outdoors. 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. We follow a planning in the moment format for part of our curriculum, displaying a weekly planning sheet where staff note down observations, teaching points and activities that have developed through children's play. We have a range of different resources as part of our continuous provision to support the children to choose what they are interested in and plan how to do things.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

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.

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

('expected') 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 regular blogs to keep parents informed of the different learning themes, future events and how they can support their children.

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

Ratified by	CCPS LGB
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