

# Early Years Foundation Stage Policy



## WESTROP PRIMARY & NURSERY SCHOOL

**Approved by:** Helen Hopwood

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## 1. Scope and Purpose

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
- 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)**.

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

The Early Years Foundation Stage structure enables an environment catering for children aged from two to five years. Nursery (2 Year old provision)

(Foundation Stage 1): Children can start the term after their third birthday dependent on admissions and can continue in the Nursery class until they reach the end of the academic year.

Reception (Foundation Stage 2): Children start in Reception in the September after their 4th Birthday. This is dependent on them gaining a school place at Westrop Primary School.

Each child is considered a unique individual; therefore teaching and learning is planned according to their stage of development. Each child in the Early Years Foundation Stage has an individual 'Learning Journey' which documents their progression and successes over the year. The children share these with their parents across the academic year

## 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. 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.

#### **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 interactions.

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 Westrop Primary and Nursery 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.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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. Parent and/or carers are actively encouraged to share information about their child's learning by sharing home learning and observations – through WOW vouchers and Tapestry our on line learning journal.

Parents and/or carers are invited to play and stay sessions and parent workshops. We believe that this is a very important part of Early years and offers a wealth of benefits to the child and family.

## 7. Safeguarding and welfare procedures

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

## 8. Monitoring arrangements

This policy will be reviewed and approved by Head Teacher every year.

At every review, the policy will be shared with the governing board.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
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