

Early Years Foundation Stage (EYFS) policy

Federation of Grewelthorpe and Fountains CE Primary Schools

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1. Intent

- To provide children with a happy and vibrant foundation which fosters a love of learning.
- To offer stimulating and inspiring provision where children feel safe and secure enough to take risks and experiment within their learning and play.
- To offer an enriched curriculum providing children with a wide range of new and exciting experiences.
- To encourage children to develop independence within a nurtured environment.
- To follow the principles of learning without limits where the highest expectations for all the children are held and promoted providing them with an unlimited opportunity for development.
- To develop the children's social and emotional wellbeing through our school values based curriculum.

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

Fountains CE Primary School accepts children from Reception age.

Grewelthorpe CE Primary School has opened a Foundation Stage Unit enabling children to start from 3 years old. There are 8 places for children in the morning session and 8 in the afternoon. Children receive 15 hours of funded provision the term after their third birthday, any hours that you wish to take over these will be charged at a rate of £5.50 per hour. Children may start nursery as soon as they are three but these sessions will have to be paid for by yourself until their funding becomes available the term after. In addition, we also offer a lunch club, children can bring a packed lunch or purchase a cooked meal for £2.00

Children need to be reliably potty trained as we currently do not have the appropriate changing facilities needed.

Before and after school wrap around care and all extra-curricular clubs are available for children from Reception age upwards in both schools.

Start of the Day

- Upon arrival at school the children should be accompanied by parents to the Class 1 entrance where they will be welcomed by a member of staff into school.
- Prior to the doors opening children remain the responsibility of the parent.
- On arrival children hang up their coats and unpack their snack/water bottle.
- Children enter school at 8.40a.m., the register is taken before 9am ready to begin lessons shortly afterwards.

4. Curriculum

At the Federation of Grewelthorpe and Fountains, our curriculum for the Foundation Stage reflects the areas of learning identified in the Early Years Foundation Stage Document.

The EYFS framework includes seven areas of learning and development, all of which are important and included in the delivered curriculum and provision. There are three prime areas, which are seen to underpin the fundamental skills children require. These prime areas also support the development of the specific areas of the curriculum.

The Prime areas are:

- Communication and Language – Listening and Attention, Speaking.

- Physical Development – Gross Motor skills and fine motor skills.
- Personal, Social and Emotional Development – Self regulation, Managing Self, Building Relationships.

The Specific areas are:

- Literacy – Comprehension, word reading and Writing.
- Mathematics – Numbers, Numerical Patterns.
- Understanding the World – Past and Present, People Culture and Communities, The Natural World.
- Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive.

Characteristics of Effective Learning

The EYFS also includes the Characteristics of Effective Learning.

The three characteristics are:

- Playing and Exploring – children investigate and experience things and events around them and ‘have a go’
- Active Learning – children concentrate and keep trying if they experience difficulties, as well as enjoying what they achieve.
- Creating and Thinking Critically – children have and develop their own ideas, make links between different experiences and develop strategies for choosing their own ways to do things.

In the Foundation Stage classroom we learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. In our classroom we have lots of different areas that we can use to learn, these are:

Indoors

- A reading corner,
- A construction area where we can plan and make models,
- A Role play area for using our imagination,
- A Mark making area to develop our drawing and other writing skills,
- A Creative area for collage, paint and modelling work,
- A carpet area for group thinking
- A technology area for using technology to support our learning.
- A small world for exploring our experiences and imagination
- A water/sand areas for exploring

Outdoors

We have an outdoor area which we can use all year round whatever the weather! In our outdoor area we have;

- A Sand/Water area for imaginative play
- A role play area,
- A Big builder area for problem solving and teamwork
- A Small world area to explore our interests
- A mark making area because writing can be done anywhere and with anything!
- Grassed area
- Bikes and scooters
- Digging and wheelbarrows

4.1 Planning

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.

We use Little Wandle to deliver our Phonics and Early Reading. Power Maths is used as a resource to support the development of Maths.

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, 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. 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 1.

5. Assessment

Over the course of the Reception Year, teachers will build on their knowledge of what each child knows and can do. They will draw on this knowledge and their own professional judgement, to make an accurate, summative assessment at the end of year. From interactions with the children, Teachers and staff will quickly identify children, who need additional learning support, so that the appropriate additional teaching can be put in place.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the end of the Reception year all children are assessed against the 17 Early Learning Goals (ELG) where, for each separate goal, they will be judged as being 'emerging' or 'expected'. This information is then communicated to parents and carers in the child's end of year report where there is opportunity for it to be discussed with the class teacher. In preparation for transition this information is then shared with Year One staff.

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 and the LDLT trust.

6. Working with parents

At the Federation of Grewelthorpe and Fountains schools, we believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. New parents are offered a meeting to talk about their child, in order for us to make the transition into our setting as smooth as possible. We hold a parent consultation early in the year to establish how a child is settling into the school environment. As well as the visit days and induction sessions, we have an open door policy where parents are able to come in and see the Early Years team most mornings before, or evenings after, school. Conversely, if staff have concerns about the progress of the child, they will immediately approach parents and carers to discuss

them.

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. Tapestry helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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.

7. Safeguarding and welfare procedures

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements (Section 3) detailed in the Early Years Foundation Stage Statutory Guidance (2020) Early Adopter's Version. We follow whole school procedures for reporting accidents and follow the whole school procedures for child protection (see separate policy). Pam Acheson, headteacher, is the lead Child Protection Officer and all concerns are reported to her.

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 the LAC every year.

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