

# Early Years Foundation Stage (EYFS) policy

Yorkmead School



<b>Updated by:</b>	Mr. A. Neale-Crane	<b>Date:</b> September 2019
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### 1. Aims

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 \(EYFS\)](#).

### 3. Structure of the EYFS

The Early Years Foundation Stage at Yorkmead, consists of two part-time Nursery classes and two full-time Reception classes. The Early Years Leader oversees the smooth running of the department. There is one Class Teacher and two Teaching Assistants in the Nursery, along with one Class Teacher and a Teaching Assistant in each Reception Class. Depending on the needs of individual children, this staffing structure is often supplemented with additional support staff, who cater for the needs of individuals or groups.

In Nursery (Foundation 1), children can attend part-time for 15 hours per week in either morning or afternoon sessions. Eligible families can also apply for 30 hours free child care and attend Nursery Full Time.

From January 2020, we will be introducing a January Intake.

Nursery hours are: Mornings 8:30am -8:55am until 11:30 am, with 26 places available.

Afternoons 12:45 until 3:15-3:45 pm, with 26 places available.

In Reception (Foundation 2), there are two full-time classes with a capacity of 30 places in each class.

Reception hours are Monday to Thursday 8:55am until 3:15pm and Friday 8:55am until 12:30pm.

## 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

Our curriculum also encompasses the Characteristics of Effective Learning, which are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

### 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.

Planning for CLL and English uses books, topics or child-initiated themes as a stimulus. Planning includes a wide range of practical, role-play, Talk for Writing, fine motor, phonics, reading and writing opportunities. Colourful Semantics is used to develop children's early grammar and writing.

Maths planning is also produced on a weekly basis, with daily opportunities for mathematical development planned for.

The other Areas of Learning are planned on a topic web, on a weekly or fortnightly basis, and are in response to topics and child-initiated themes. Planning includes opportunities for all areas of the environment.

## 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 Yorkmead, 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.

A baseline assessment is conducted for all children in Nursery and Reception and this data is entered onto the school's own tracker. Assessment is ongoing, through observations, using 2Simple, and from completed work and activities, which are kept as evidence in the children's 'Learning Journeys'. The data is entered on the school's tracker three times during the year and this is analysed and shared during Pupil Progress meetings.

When a child is aged between 3 and 5, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the Areas of Learning. 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, in their end of year report.

## 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.

Parents are welcomed into school throughout the year, to share in their child's learning and experiences; this also includes Parent / Carer Workshops, Celebration days, Assemblies and Parent / Carer Evenings.

## 7. Safeguarding and welfare procedures

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

## 8. Monitoring arrangements

This policy will be reviewed by Mr. A. Neale-Crane (Early Years Leader) and approved by Mr. A. Newman-Smith (Head Teacher) every two of years, or as significant changes apply to EYFS practice, planning or assessment

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

## 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