

Learning Together for Life

*Jesus said, 'Love one another as I have loved you' John 15:12, New Testament*

# Stepney Greencoat

Church of England

Primary School



## Early Years Foundation Stage (EYFS) Policy

<b>Policy Reviewed/Approved</b>	By Committee, Individual Governor or Head teacher
<b>Policy Renewal Date</b>	SUMMER 2023

## Contents

1. Aims .....	3
2. Legislation .....	3
3. Structure of the EYFS .....	3
4. Curriculum .....	3
5. Assessment .....	4
6. Working with parents .....	5
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements .....	5
Appendix 1. List of statutory policies and procedures for the EYFS .....	

---

## 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
- A close working partnership between staff and 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

## 3. Structure of the EYFS

At Stepney Greencoat our EYFS comprises of one Reception class, we do not have a nursery provision. All pupils are able to join our school in the academic year in which they turn five years of age. All pupils are offered a full time place from the September of that academic year.

Our school also offers a chargeable wrap around care provision which EYFS pupils may attend.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

We have an annual planning cycle for EYFS taught across three broad topics of; Let's Celebrate, How does your garden grow? and The Seaside. All areas of the EYFS curriculum are planned for within each of these broad topic areas.

The reception teacher, supported by their coach, is able to follow the medium term plans, making adaptations for the specific cohort of children to ensure coverage and progression through weekly planning.

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

At Stepney Greencoat CE 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. Staff also take into account observations shared by parents and/or carers.

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

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

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.

## 6. Working with parents

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. 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.

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. At Stepney Greencoat CE Primary School, for our one reception class, we rotate the key person within the reception team each term to ensure that all children have close, positive relationships with each adult across the academic year.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our PSHE teaching which includes learning on;

- The effects of eating too many sweet things
- The importance of brushing your teeth

- The importance of exercise

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 Emily Wright, Headteacher every three years, or sooner if practice or legislation changes.

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