

Early Years Foundation Stage (EYFS) policy

Ashchurch Primary School



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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
- 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

Ashchurch Playgroup are based on the school site but are led, managed and governed separately to the school. At Ashchurch Primary School our EYFS provision encompasses the children in Reception class.

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

Reception follow the whole school Learning Means The World Curriculum and form the Explorers Class. Full details of theme cycles can be found in the curriculum policy.

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.

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

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We use Tapestry online learning journey so that parents have an insight into the learning taking place in school. This enables them to see and respond to observations of learning taking place in school as well as submit evidence of learning from outside of school.

The class teacher acts as a key person who helps to ensure that the 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

We promote good oral health, as well as good health in general through our whole school 3D PSHE scheme. In Reception specifically, we promote good oral Health by talking to the children about, and planning activities around:

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

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Transition arrangements

Reception

The school liaises with the local pre-schools, playgroups and childminders. The intake for reception is 21. The teaching staff endeavour to visit all children in their pre-school setting to see them in the environment to which they are used to. Children's needs and levels of development are discussed with the pre-school settings. Children who attend Ashchurch playgroup attend lunch club for the last few weeks of term with Ruth and Sam in the main school hall one lunchtime per week. Mrs Hewitt visits Ashchurch Playgroup regularly and also runs a story time session for the pre-school group.

A Reception information meeting is held in the summer term prior to the children starting school. Again, practical information is given to parents/carers as well as suggestions as to how they can help their child. There are also "stay and play" sessions for those children starting school in September where the adults bring their child and stay to familiarize both themselves and their child with their new classroom and class mates and parents.

Children start school using a staggered entry system according to their ages. Children come into school for a whole day to allow them to get used to the routine of the day. The children are split into small groups of approximately seven children for the settling in period. Individual needs are considered and children may attend school on a part-time basis if it is more appropriate.

Initially, children will not join in with whole school assemblies until they are all in full time and properly settled. Children do not have whole school playtimes. The playtimes aren't introduced until after Christmas and then they are introduced one playtime per term starting with the afternoon playtime. All reception children will eat lunch in the main hall with the hot lunch children. Children will have milk and snack in the classroom as rolling snack time. Where we have milk allergies, milk is drunk in the lobby following strict hygiene protocols.

Transition from Reception into Key Stage 1

We recognise that all children are unique and reach different stages of development at different times. Entry into Key Stage 1 is, therefore, an important transition. There are a number of strategies to ensure that the move from Reception into Key Stage 1 is a smooth and happy one for the children.

The following strategies are embedded in order to ease transition:

- During the last term children are encouraged to take their snacks out onto the playground at playtime.
- Circle time discussions about moving to Year 1
- Discussion about children between the EYFS and KS1 teachers.

In order to further improve our transition arrangements, the following strategies will be implemented:

- A whole school transition day in July
- PPA cover for Explorers and Pathfinders is provided by the same teacher providing continuity.
- When moving into year one, children who have a sibling starting in EYFS or who already have a sibling in Pathfinders class, staff will ensure these children, where possible, remain in separate classes. This strategy will be applied first.

- Where there are no siblings to consider, the oldest children in the EYFS cohort will become part of the Pathfinders Class registration group
- Where there are no siblings to consider, the youngest children in the EYFS cohort will remain in the registration group for Explorers.

The timetable for the first half of the Autumn term will be devised by the Year One team with support from the Foundation Stage Leader and the Key Stage 1 Leader jointly, in order to facilitate individual needs and to ensure as smooth a transition as possible.

9. Monitoring arrangements

This policy will be reviewed and approved by the headteacher every 2 years.

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 and first aid 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