

Early Years Foundation Stage (EYFS) policy

Chalkhill Primary School



Approved by:

[Headteacher and governing board]

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1. Aims

This policy aims:

- To ensure that every child has the best possible start and the support that enables them to fulfil their potential.
- To provide high quality learning environments and learning opportunities both indoors and out to ensure all children are happy, safe, healthy and challenged.
- To deliver quality and consistency across the Early Years Foundation Stage, so that every child makes good progress, and no child gets left behind.
- To offer a secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- To work in partnership with parents, carers and other professionals.
- To ensure equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
- To build bridges between theory and reality, school and communities, and the rich cultural heritage across civilisations and continents.

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

At Chalkhill Primary School we have 1 nursery class which consists of children who attend morning, afternoon, or full day nursery sessions. We also have 2 Reception classes.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

The statutory framework for the Early Years Foundation Stage (September 2021) sets out the following overarching principles:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assure.
2. Children learn to be strong and independent through **positive relationships**
3. Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers.
4. The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in our early years provision, including children with special educational needs and disabilities (SEND)

When planning and evaluating what children are offered, practitioners consider the three characteristics of effective learning:

- **Playing and exploring** – children investigate and experience things, and ‘have a go’.
- **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We use 2 key documents – Development Matters, and Birth to 5 Matters in order to guide our planning, and ensure that children are provided with everything that they need according to their stage of development.

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.

At Chalkhill Primary School we are proud of our language rich environment which promotes and encourages all children’s communication and language development. All staff are aware that the number of high-quality conversations a child has every day with an adult is vital to promote their skill in verbal communication, and to develop their vocabulary. Adults are often involved in children’s play to seize every opportunity to use language, interact and encourage turn taking.

Play is extended by using open ended questions to ensure that children can explain their thinking, and use learnt vocabulary throughout the school day

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 Chalkhill Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe and interact with pupils constantly in order to assess their current level of understanding and move them forwards with their thinking and skill level. 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.

Children in reception are also assessed frequently as part of the Phonics Bug programme. They complete assessments at the end of each unit as well as an entry and week three assessment. The results of these assessments are used to create nurture groups to support those who need it most.

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.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by participating in Brent's Oral Health in School Scheme. The school dental nurse visits annually and holds an information workshop for parents. Children who have parental consent then brush their teeth daily after lunch in order to promote good oral health.

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 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
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