



# **Ox Close Primary School**

## **EYFS Policy**

<b>Approved</b>	<b>September 2021</b>
<b>Review Date</b>	<b>September 2022</b>

## **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**

Our Early Years provision applies to Reception age children. We have 2 classes of up to 23 children in each. The unit has Class Teachers, HLTAs and Apprentice Teaching Assistants working in it.

## **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 believe that all children deserve to be valued as an individual and we are passionate in allowing all children to reach their full, unique potential. With this in mind, we begin each new year by looking at the individual needs of our children and-taking into their different starting points - we then

carefully develop our flexible EYFS curriculum. This enables them to follow the path of their learning journey, at a point, that is suitable for their unique needs and stage of development.

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

We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children. We provide a language rich environment that encourages children to ask questions and to use language that they hear. We use Helicopter Stories to promote a love of reading and story-telling. The added use of The Poetry Basket helps to develop language and rhyming skills.

We use RWI to teach fundamental Phonic skills, working on the recognition of the single sounds before moving onto blending CVC words and then onto the skill of segmenting for writing.

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 our EYFS Curriculum, children are assessed continuously through accurate and important observations. These provide us with information for future planning, not only for our individual classes but also for individual children's next steps in their learning. They enable us, as EYFS practitioners, to ensure learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting.

At Ox Close Primary, 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 Reception**, 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 (class teachers) 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.

Throughout the year we hold workshops for parents to come into school and see how Phonics or Maths is being taught. It gives them an opportunity to see what their child is doing and for them to ask any questions they may have.

We also hold Christmas and Easter Craft sessions as well as Mother's and Father's Day events, where parents come in and have a chance to do some different activities with their child. We feel this allows us to have a stronger relationship with parents in a non-threatening way.

## **7. Safeguarding and Welfare Procedures**

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- 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. Monitoring Arrangements**

This policy will be reviewed and approved by the Policy Alignment every two years.

At every review, the updates will be shared with the Full Governing Body.

## Appendix I

### List of statutory policies and procedures for the EYFS

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See Keeping Children Safe in School Safeguarding our children: Early Help through to Child Protection Policy
Procedure for responding to illness	See Health and Safety Policy and relevant risk assessments in Risk Register
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Health and Safety Policy and Fire Evacuation Plan
Procedure for checking the identity of visitors	See Keeping Children Safe in School Safeguarding our children: Early Help through to Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See Keeping Children Safe in School Safeguarding our children: Early Help through to Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Policy