

Early Years Foundation Stage (EYFS) Policy

Fairways Primary School



Approved by:

Governing Body

Date: 10-12-2024

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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

Our Reception provision has a capacity to accommodate up to 60 mainstream children plus additional children who attend the Speech and Language Resource Base (SLRB). These children are split into two classes; each with its own teacher and teaching assistant. The children from the SLRB are accompanied by an additional member of staff.

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

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. Weekly themes are influenced by children's interests as well as current affairs and key texts.

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; including explicit coverage of the specific areas. 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 Fairways 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.

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')

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 invited to attend a meeting with the class teacher in October and then again in February where they are kept up to date with their child's progress and development. During these meetings, we work with the parents and/or carers to set individual targets for their children which both parties monitor.

As well as activities throughout the year such as craft afternoons and walks in the local area parents and/or carers are also invited to a whole school display evening in the summer term.

7. Safeguarding and Welfare Procedures

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Here at Fairways Primary School we believe that safeguarding and promoting the welfare of children is every adult's responsibility and we take all necessary steps to keep children safe and well.

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

As well as the above, we talk about the different factors that support children's overall health and wellbeing, such as:

- Regular physical activity;
- Healthy eating;
- Tooth brushing;
- Sensible amount of 'screen time';
- Having a good sleep routine;
- Being a safe pedestrian.

8. Monitoring Arrangements

This policy will be reviewed by the EYFS Leader every year.

At every review, the policy will be shared and approved 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 Safeguarding and Child Protection 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 Safeguarding and Child Protection Policy |
| Procedures for a parent failing to collect a child and for missing children | See Safeguarding and Child Protection Policy |
| Procedure for dealing with concerns and complaints | See Complaints Policy |