

Early Years Foundation Stage (EYFS) Policy Arunside Primary School



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1. Aims

This policy aims to ensure:

- That EYFS children access a broad and balanced curriculum that gives them the wide 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 EYFS 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 Arunside School

At Arunside School, EYFS provides a solid foundation in all aspects of the curriculum building a wealth of knowledge and skills. The environment allows all children to feel secure and happy whilst allowing them to develop a wide variety of key skills across all the areas of learning.

The day is mapped out on a visual timetable for the children, they access both indoors and outdoors during the day, and a mixture of self-initiated play based opportunities and adult led teaching and group tasks.

4. Arunside School 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 guiding principles of Early Years at Arunside School are:

- Every child is unique
- Children learn through positive relationships
- Children learn and develop best through enabling environments with teaching and support from adults.

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

When planning and guiding children, adults also reflect on the different 'Characteristics of Effective Teaching and Learning' (CoL):

- Playing and exploring
- Active Learning
- Creating and Thinking critically

4.1 Arunside School Planning

At Arunside school we have a long-term plan that ensures that all areas of the EYFS curriculum are covered throughout the year. We then have Medium Term Plans that ensure that the curriculum is coherently planned and sequenced. Each week a more detailed plan is written to identify what each of the adults will be teaching in their focus group tasks. In addition to this a 'Continuous Provision Plan' is completed weekly to enhance the play provision in the setting relating to the topic.

Early reading is a high priority at Arunside School and the children follow a comprehensive Synthetic Phonics programme from Schofield & Sims; 'My Letters and Sounds'. All adults in EYFS are trained in the programme and are confident at delivering a high-quality phonic provision to all children. Children have regular opportunities to hear stories and rhymes read aloud, and the promotion of the love of reading is at the heart of all we do.

Whilst working with the children, adults will consider the differing individual needs and stages of development that the children are at and ensure that the activity meets their needs.

4.2 Teaching at Arunside School

In EYFS at Arunside School we provide a balance between:

- child-led play-based learning both inside and outside where adults model, question and demonstrate learning opportunities.
- Adult led teaching and group activities, using smartboards/whiteboards and practical activities to teach specific curriculum areas.

As the children enter the end of EYFS, provision will be put in place for transition to Year 1. There will be a greater emphasis on essential skills and knowledge in the specific areas of learning ensuring that the children are ready for their next stage of education.

5. Assessment at Arunside School

At Arunside School, assessment is an essential part of learning and development of children in EYFS.

Before the children start school, we have visited all the children's Nurseries and Pre-School's, invited the parents and children for several 'Play and Stay' sessions, parents and children have completed an 'All about me' booklet and all parents have been offered a 1:1 meeting with the teacher. All these opportunities start us off with a good understanding about each individual child from a variety of perspectives.

Within the first 6 weeks that a child starts in EYFS, we will administer the Reception Baseline Assessment (RBA). We will also complete our own Baseline assessments during this time.

We submit termly assessment data into the School tracking system 'Insight' to track the progress of our children throughout the year. We will discuss the outcomes of this data and other assessments in a termly 'Pupil Progress Meeting'. If a child's progress is giving us cause for concern, support is put in place quickly to address the situation and parents are informed.

Throughout the year we take observations of the children's learning on 'Evidence Me'. This is an online tool that we use to record more practical everyday learning, adding relevant EYFS objectives, context and pupil voice. We also share these observations with the parents so they can see what learning opportunities and skills their children are gaining at school.

At the end of the EYFS, we 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/carers. The results of the profile are shared with parents/carers.

The profile is moderated internally 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 at Arunside School

At Arunside School there are a variety of opportunities for parents to discuss and see their child's progress. During the year there are 2 Parent/Teacher Consultation evenings, a written progress report and termly opportunities to view 'Learning Journals' which is a collection of all their work.

Parent information workshops for Phonics/Reading/Maths are also offered to inform parents how we teach Phonics/Reading and Maths and how they can support their child at home.

Each week Parents are invited to attend the celebration 'Wonderwall' assembly if their child has been chosen to celebrate. External and internal awards are also celebrated in this assembly. We also celebrate successes through our 'Marvellous Me' App, which informs parents of any achievements at school.

One day each week parents are invited to read with their child at the beginning of the day – 'Family reading', this promotes a love of shared reading between parents and children.

We ask parents to send us 'Parent Postcards' on Evidence Me, we then receive photographs of what the children are doing outside of school, this builds up a clear overall picture of their learning and opportunities for discussion at school.

'Communication books' are used between home and school to relay any home information, as well as reading information.

We also have a 'Pastoral Team' which is a key part of ensuring active engagement of all parents and children at the school.

7. Safeguarding and welfare procedures

At Arunside School we promote good oral health, as well as good general health, this is a regular topic of discussion during snack times. We also include topics such as 'The Dentist' and 'The Hospital' as part of our curriculum, and invite professionals in to school to talk about these topics.

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead and Headteacher every 3 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