

EYFS Policy

Meare Village Primary School



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Contents

1. Aims	22. Legislation
Structure of the EYFS	23. Curriculum
Assessment	24. Curriculum
	25. Working with parents
7. Safeguarding and welfare procedures	36. Working with parents
	48. Monitoring arrangements
	Appendix 1. List of statutory policies and procedures for the EYFS

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) September 2023 [statutory framework for the Early Years Foundation Stage \(EYFS\) September 2023](#)

3. Structure of the EYFS

Our EYFS is structured in a mixed year group class of Reception and Year 1 children.

Our Reception/Year 1 class has a teacher, HLTA and a Teaching assistant.

Our Reception/Year 1 class has their own classroom with access to an outside area for play and exploration.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest 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 EYFS at Meare Village Primary School provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Meare Village Primary School look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. They 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. 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.

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. Our outdoor provision mirrors the opportunities available to the children inside offering a mix of adult-led and child-initiated learning.

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.

The teaching of phonics starts as soon as the reception children start, through carefully planned speaking and listening and sound isolation activities. After about 2 or 3 weeks we start the 'Read Write Inc' phonics scheme with the children and at the end of the term we assess the children and place them into RWI groupings.

5. Assessment

At Meare Village 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. 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 Statutory Reception Baseline Assessment (RBA, May 2021).

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

The key to ensuring high quality early years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Meare

Village Primary School, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of Meare Village Primary School attend.

We also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have.
- Making parents feel welcome by being friendly, approachable and having an open-door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journal and see a range of work
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips

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. Staff support parents in guiding their child's development at home and can help families to engage with more specialist support if needed.

7. Safeguarding and Welfare Procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and this is renewed every 3 Years as required.

8. Monitoring Arrangements

This policy will be reviewed and approved by the Early Years Lead 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