



# Millhouse Primary School

## Early Years Foundation Stage (EYFS) Policy

### 1. Aims of the Policy

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 is left behind.
- Close partnership working between practitioners and with 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. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities (SEND).


### 3. Structure of the EYFS

At Millhouse Primary, our EYFS consists solely of a Reception cohort. We do not have a school nursery and therefore the children entering our Reception usually come from a wide range of Early Years settings / providers. We have a classroom and outdoor classroom area for the Reception children and they are in a class mixed with some Year 1 children. The number of Year 1 children varies, but their number is usually around 6-10 children. The Year 1 pupils work on the National Curriculum, running alongside the EYFS pupils who follow the EYFS Statutory Framework.

### 4. Curriculum

Our Reception pupils follow the curriculum as outlined in Educational Programmes within the EYFS Statutory Framework that applies from September 2021. The EYFS framework includes seven areas of learning and development that are equally important and interconnected. However, three 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 four **specific areas**. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Weaving throughout the EYFS curriculum are the Characteristics of Effective Teaching and 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.

These elements underpin how practitioners reflect on each child's development and adjust practice accordingly.

Development Matters provides non-statutory curriculum guidance for the EYFS. It provides an overall view of how children develop and learn. It guides but does not replace practitioner's professional judgement. As stated in Development Matters, children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children; they should not be used as check lists.

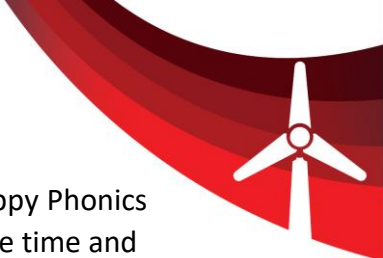
#### 4.1 Planning

The EYFS teacher plans both indoor and outdoor activities and experiences that enable children to develop and learn effectively in all seven areas of the EYFS Framework. They aim to develop the children's *Cultural Capital*, giving them new experiences that they may not have had at home. They also take into account the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, consideration is given as to whether specialist support is required, linking with relevant services from other agencies, where appropriate.

#### 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. Practitioners 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, in readiness for Year 1.



From the very first week, the school uses a synthetic phonics programme, Floppy Phonics to teach phonics to the children in groups. The children also access daily rhyme time and daily story time and through these they build up a *poetry spine* and *reading spine* of stories and rhymes which they know very well. This aims to develop their love of reading and rhyming early on.

## 5. Assessment

Ongoing assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and engagement. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Observations are made and stored on *Seesaw Learning Journal* for each child.

Within the first 6 weeks of starting Reception, the class teacher will administer the Reception Baseline Assessment (RBA) to all pupils.

Throughout their time in the Reception Year children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of Reception goals. These goals are defined as **Early Learning Goals (ELGs)**. At the end of the EYFS, the teacher completes the EYFS Profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- Expected - meeting expected levels of development.
- Emerging - not yet reaching expected levels of development.

The profile reflects ongoing observations and discussions with parents and/or carers. The end of Reception year judgements made in the Profile are then shared with parents and/or carers and Year 1 teachers. The profile is moderated internally with the Year 1 teacher and Headteacher (referring to the Development Matters guidance) 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 practitioners and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development through their *Seesaw Online Journal*.

Transition meetings, two Parent's Evenings in the autumn and spring terms, the EYFS Profile and our written end of year report, all help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## 7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. We promote good oral health, as well as good health and hygiene in general, in Reception. We teach and monitor good handwashing procedures, as well as talking about healthy foods and ways to be active.

## 8. Monitoring arrangements

This policy will be reviewed and approved every 2 years. At every review, the policy will be shared with the governing body.

