



Twyning School

Early Years Foundation Stage (EYFS) Policy

Date Created: September 2021

**Last reviewed
on:** Summer 2023

**Next review
due by:** Summer 2024

**Governor
Committee:** Communications and Standards

Our School Values

As a vibrant, dynamic and caring school community we aspire to ACHIEVE, CREATE and ENJOY in all that we do. We value personal success; the development of self-confidence, a sense of responsibility and respect for all. Good work habits are encouraged and rewarded. We are committed to providing a balanced and wide ranging educational provision allowing creativity and extra-curricular activities.

'Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

(Statutory Framework for EYFS 2021)

Introduction

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

Early Years within this document refers to children in the final year of the Foundation Stage. This is known as the Reception Year.

Aims

To deliver the content of the Early Years Foundation Stage statutory framework, giving children a secure foundation and enabling them to be confident, feel secure and flourish so that they are prepared for their future school life and beyond.

We believe that...

- the emphasis should lie with what the child can do, building on what they already know and extending their interests;
- in order to foster a positive attitude towards learning, individuals need to experience regular success and praise;
- it is important to provide a broad and balanced curriculum of a high standard in which the children can learn primarily through first-hand experience, and through a variety of creative teaching methods and approaches;
- all children are entitled to equality of opportunity regardless of age,

- disability, gender, ethnic background or special needs;
- there should be opportunities for a wide range of purposeful play activities where the children are encouraged to learn for themselves;
- the regular observation and assessment of work and progress made, accompanied by careful record keeping, is necessary to monitor children's development;
- strong links between home and school are promoted and maintained by regular liaison;
- liaising with those providing Education for the Early Years Foundation Stage in the community (especially with the school's preschool) is an important role for the teacher.

The Curriculum

The curriculum is structured to build on the child's own experience. The emphasis is upon exploratory, investigative and creative activities where the children are encouraged to be **independent, resilient, questioning** and **open-minded, active** learners.

The EYFS is based upon four principles which underpins our practice.:

- **A Unique Child:** Every child is unique, constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships.** Children learn to be strong and independent through positive relationships.
- **Enabling Environment.** One which provides a rich, varied and safe space in a setting in which children can play, explore and learn.
- **Learning and Development.** Children learn and develop in different ways and have their own learning styles.

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

Planning and teaching.

Staff plan activities and experiences for children that enable children to develop and learn effectively.

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.

Learning takes place through a balance of child-initiated and guided play and adult led learning, including:

- The direct teaching of phonics, reading, writing and maths every day;
- Daily opportunities for children to practice and consolidate their growing knowledge through high quality provision that promotes child-initiated learning;
- Promotion of the school's values.

Assessment

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.

The Reception Baseline Assessment (RBA) is a short assessment that is taken in the first six weeks in which a child starts reception. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. Data from the RBA is compared to Key Stage Two outcomes seven years later to form the overall progress measure for a school.

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 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.

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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents and/or carers are supported in guiding their child's learning and development at home. They are invited to termly parents evening to discuss their child's progress and parents information evenings are arranged when needed.

Admission and Induction

Children are admitted to the Foundation Stage class at the beginning of the school year in which they will be aged five in accordance with the School Admissions Policy.

At present, the Admissions Policy is based on the number intended to admit which is 15. Letters offering a place or explaining that an application has been unsuccessful are sent out by the Local Authority in the Spring Term.

Our Reception teacher[s] liaise with and visit the children's pre-schools during the Summer term in order to meet the children. In addition to this, for those children who have been offered places, they are invited to attend a 'Stay and Play' session with their parents at the school during the Summer Term. The Reception Induction evening, prior to this is an opportunity for parents to meet key members of staff and be all the necessary information about their child starting Reception.

Careful consideration has been given to the start of school for all children. They are admitted in groups starting with the youngest first, for three mornings before the next group starts. For the first fortnight they attend school for the morning including lunchtime. After this two-week transition period, children will attend school full time, unless other arrangements have been agreed.

Safeguarding and Welfare

'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.'

(Statutory Framework for EYFS 2021)

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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage March 2021. We are required to:

- Promote the welfare of children;
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- Ensure that the premises, furniture and equipment is safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Further Information

This policy should be read in conjunction with:

EYFS Profile Handbook [for 2021]

EYFS Statutory Framework March 2021.

Admissions Policy

Equality Information and Objective Statement

Safeguarding Policies

SEN Policy

Accessibility Policy