

Golborne St Thomas' C of E Primary

EYFS Policy

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

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
- Close partnership working between practitioners and with parents and/or carers

Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. Staff 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, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this.

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, ready for their next stage of education.

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. Practitioners also take into account observations shared by parents and/or carers. This is all completed on See-Saw. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment.

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 or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

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 the See-Saw App and parental consultation evenings.

Date: September 2024

