



EYFS Policy

Early Years Foundation Stage

2024-2026

Green Lea First School



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1. Aims

This policy aims to ensure:

- That the children at Green Lea can 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
- 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.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

3. Structure of the EYFS

At Green Lea First School, we have our Nursery which has 2-4 year olds and Reception age children. We have space for 24 children across our Early Years setting. We have a large open plan classroom which has a Nursery area and a Reception area. We have 2 outdoor areas leading from our classroom. The EYFS also have access to the school's playground and field, which is used on a regular basis for Forest School sessions and many other outdoor learning opportunities.

4. 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 interconnected. 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 three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through the four specific areas:

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

This is underpinned by the characteristics of Effective Learning, as detailed in the framework.

4.1 Planning

We are proud of the curriculum we have created for our children at Green Lea. It offers progression from age two to age five and prepares each child for the next step in their learning journey with us. Experiences are planned to enable and inspire the children to learn effectively and offers pupils the opportunity to develop their cultural capital. We also consider individual needs, children's interests, and the stages of development of each child. Our staff are skilled in ensuring that all children's needs are met and will quickly seek advice from our school Special Educational Needs and Disabilities Co-ordinator (SENDCo), who will support in linking with relevant support agencies if needed. Staff are reflective and will adjust and change the way that they deliver learning to suit the needs of the children they are teaching.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of age appropriate adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. Our outdoor provision enables children to take managed risks, use their gross motor skills and access role play with open ended resources that really capture the children's interests.

5. Assessment

At Green Lea, our Early Years staff pride themselves on knowing the children by spending quality time having quality interactions. They are able to articulate which children are on track for their age and stage and intervene quickly when children are not on track. These ongoing assessments are an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

In our Early Years, we use Tapestry as a means of capturing 'wow' moments and sharing school learning with parents. This is also a fantastic opportunity for us to see what children are learning and achieving outside of school and we highly value parent contributions to the Tapestry Learning journeys.

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 (GLD)
- 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 Trust schools to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with Parents

At Green Lea, we have various methods of communicating with parents. We believe and recognise that parents are children's first and main educators and it is therefore vital that parents and practitioners work together to have a positive impact on every child's learning journey. We encourage parent partnership in the following ways:

- Open days/Events inviting prospective parents to see our school and ask questions and answer queries.
- Meet the Teacher events to introduce families to the new classroom and school life
- Flexible settling in process allowing individual children to transition into school at their own pace
- Having a friendly and approachable open-door policy allowing parent and teacher dialogue to be maintained
- Keeping parents up to date with their child's progress and development by providing frequent parent's meetings to discuss progress
- Inviting parents into school to take part in workshops throughout the year
- Sharing videos, tips and ideas to support children's learning and development via online platforms such as social media and the school website
- Online Learning journey 'Tapestry' from Nursery all the way through to Reception age.
- Inviting parents to share special skills or knowledge e.g. language, religious celebrations, occupations of interest
- Reception children taking home reading books and diaries and weekly home learning activities
- Requesting parents support with school projects and fund-raising events
- 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.

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 we need these. 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. Our full Safeguarding and Welfare procedures are outlined in our Safeguarding Policy.

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

List of statutory Policies and Procedures for the EYFS

- Safeguarding policy and procedures
- Procedure for responding to illness
- Administering medicines policy
- Emergency evacuation procedure
- Procedure for checking the identity of visitors
- Procedures for a parent failing to collect a child and for missing children
- Procedure for dealing with concerns and complaint.