



Grimsdyke School EYFS Policy

Approved by: Governing Body

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“Every child deserves the best possible start in life and the 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.” Statutory framework for the Early Years Foundation Stage, Department for Education 2021

1. Intent and Aims

At Grimsdyke School we aim to;

- Give each child a happy, positive and enjoyable start to their school life within a safe and secure environment
- Establish solid foundations and foster a deep love of learning
- Enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever changing world
- Offer a structure for learning that has a range of starting points and unlimited opportunity for development
- Offer a broad and rich curriculum
- Encourage children to develop independence within a nurturing and supportive atmosphere
- Support children to build relationships through the development of social skills such as cooperation and sharing
- Help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals

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.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. In our school we have three full-time Reception classes. Each class has 30 places and children are offered a place in the September following their fourth birthday. Each Reception class has a teacher and a teaching assistant. To ensure best practice and continuity, our Reception classes work closely together and share planning and an outdoor learning environment.

4. Curriculum

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
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The prime areas are strengthened and applied through 4 specific areas:

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

Play

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we have environments that provide continuous provision both indoors and outdoors. Learning areas have cross-curricular resources, which children can access independently

throughout the day. Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own. Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children ‘bigger’, ‘louder’ and ‘messier’ experiences. We therefore aim to offer access to our outdoor learning areas throughout the school day.

Characteristic of Effective Learning

The EYFS also includes the ‘Characteristics of Effective Learning’ which help practitioners identify a child’s attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;

- Playing and Exploring- children investigate and experience things and ‘have a go’
- Active Learning- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

4.1 Planning

The Early Years Foundation Stage Grimsdyke School Curriculum provides the basis for planning in our Reception classes. The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document. Our planning is based upon themes with discrete lessons in phonics, reading, writing and maths. Practitioners select themes according to children’s interests, experiences and prior learning. Progress and curriculum coverage are monitored half-termly. Each learning area in the classrooms and outdoor areas have provision plans, which identify learning opportunities and suggested enhancements. Staff reflect on the different ways that children learn and include these in their practice. They also respond to children’s social and emotional needs as well as their academic achievement.

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.

4.2 Teaching

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on math's, literacy, phonics, stories and topic work. These times provide the opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate. Whole class reading and story time are important parts of the day. We want our children to develop of lifelong love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We imitate, innovate and invent stories through a Talk for Writing approach as we want our children to leave the EYFS knowing stories, both traditional and modern. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision. In Reception every child is provided with their own book bag and receives a 'reading' book twice a week. In school they will have a small group reading practice session. These happen three times a week and follow the model set out in Little Wandle Letters and Sounds Revised.

5. Assessment

At Grimsdyke School, ongoing assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and learning styles. The assessments are about noticing what children can do and what they know. These observations are then reflected on and used to inform future planning. Some observations and assessments are recorded. Children's comments and questions during carpet time may also be recorded. Adult focus activities are assessed according to the learning focus and children are made aware of successful learning and of their next step after the activity. Interventions are monitored to ensure they are addressing need. Internal and external moderation is an essential tool to ensure assessments and judgements are accurate.

Our termly pupil progress reports enable us to track the progress of the children and identify any individuals or groups needing extra support. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 16 early learning goals, indicating whether they are;

- 'Expected' - meeting expected levels of development

- ‘Emerging’- not yet reaching the expected levels of development

Children’s development levels are assessed as the year progresses. If a child’s progress in any of the prime areas gives cause for concern, practitioners will discuss this with the child’s parents/carers and agree how to support the child. 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

We believe that education is a shared responsibility between school and home. We therefore work very closely to ensure that parents/carers are involved in their child’s education, and provide them with information detailing what we are learning and how they can support their child at home. We ensure that parents/ carers are kept up to date with their child’s progress and development, through learning journeys and parents evenings. We understand the importance of parents/carers views, so provide opportunities for feedback throughout the school year. We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support their child’s learning at home. These sessions also give parents/carers the opportunity to work with their child in the school environment.

7. Safeguarding and welfare procedures

It is important to us that all children in the school are safe. 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. We educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment (please refer to the school’s behaviour policy). We aim to protect the physical and mental well-being of all children. We promote good oral health, as well as good health in general, in Reception as part of our PSHE curriculum.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by The EYFS Lead every two 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

Written - November 2021

Next Review – November 2023