



# Early Years Foundation Stage (EYFS) policy

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### 1. 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
- A close working partnership between staff and 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](#).

### **3. Structure of the EYFS**

At Woodlands Federation we have early year's children attending from age 4 to 5 years. We have one class in our EYFS and they are mixed aged Reception and Year 1. Children are taught together where appropriate and in separate age groups when necessary; for example, during phonics teaching sessions. Our continuous provision is always in mixed age groups.

### **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

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

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

#### **4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. 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.

## **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. Staff 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 year 1.

## **5. Assessment**

At Woodlands Federation, 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. Both Tapestry Learning Journal and a paper learning journey are used to capture and evidence each child's learning. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). 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 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. They are also used to inform the professional dialogue with Key Stage 1 teacher(s) in order to support a smooth transition to Year 1. 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 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. Tapestry observations and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities

## **7. Working with Nurseries / pre schools**

To ensure the children are given the best opportunity to succeed we develop strong and effective partnerships with the children's previous settings. This enables us to have a clear picture each child and ensure that transition and their start in a new environment goes as smoothly as possible.

## **8. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by talking to children and families about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the EYFS team and the Head teachers every year. At every review, the policy will be shared with the governing board.