



Preston Primary VC School
***Early Years Foundation Stage
(EYFS) Policy***

2022 - 2023

1. Aims

This policy aims to ensure:

- That children access a broad, balanced and creative curriculum that gives them the breadth of knowledge and skills needed for good progress through school and life
- High quality provision is provided through consistent 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Non-statutory guidance: <https://www.gov.uk/government/publications/development-matters--2>
<https://birthto5matters.org.uk/>

3. Structure of the EYFS

Our reception children start full time school from September.

4. Curriculum

Our early years setting follows the EYFS statutory framework and we have constructed our curriculum ensuring we are meeting all areas of the statutory framework.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

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

4.1 Planning

We recognise the importance of a smooth transition between pre-school/nursery into reception for all of our children. In order to do this, the reception class teachers visit all families in the Summer Term before children start reception. This provides an opportunity for children to meet their teachers and for teachers to gauge children's interests in order for them to plan an individual, challenging and imaginative curriculum for September.

Activities and experiences are then carefully planned for children that enable them to develop and learn effectively. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

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.

As a school, we use high quality texts to support children's learning and they are carefully chosen to engage and inspire the children. Planning is sequential and a curriculum map provides a yearly overview and ensures all areas of learning are covered.

We build on and develop children's skills throughout their year in Reception and these are broken down into half termly units. The skills are shared with parents in half-termly newsletters on the school website. These are carefully sequenced so that by the end of the Summer Term, the children are prepared for Year One.

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.

Children experience a wide range of activities through weekly outdoor experiential learning sessions (Nature School), PE lessons, PSHE lessons (through the Jigsaw Programme) and weekly expressive art and design activities.

Little Wandle Phonics Scheme is delivered daily, alongside White Rose maths sessions. We also have daily group reading sessions, which begin from the second half of Autumn Term.

5. Assessment

At Preston Primary School, 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. Alongside observations of children in their play, we complete phonics (Little Wandle) assessments every 6 weeks and ongoing number assessments. Children have a 'mark making book' where some of their work is produced. A visual record of the learning taking place is displayed through our 'learning journey' wall; this is usually through photographs of practical activities. All photos are annotated with pupils' voices to give an overall picture of the children's learning and development. This is then added to a big book so the children can reflect on their learning throughout the year.

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.

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. Parents meetings are held regularly, the first being in the Autumn Term to discuss how the child has settled and given a report based on their Characteristics of Learning.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home.

In the Summer Term, parents receive a report to summarise the child's achievements against the ELGs.

We use 'Tapestry' to share and celebrate children's learning and achievement's with parents and vice-versa. Parents are encouraged to share any additional achievements from home.

7. Safeguarding and welfare procedures

Safeguarding and welfare procedures are outlined in our safeguarding policy.

Other Relevant Documents

- Safeguarding Policy
- SEND Policy
- Online Safety Policy
- EYFS Skills Progression
- EYFS Risk Assessment
- EYFS Ambitions