



West Monkton Church of England School

EYFS Policy

September 2022

Review: September 2024



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Rationale

At West Monkton we recognise and appreciate the importance of every child needing the best possible start in order for them to reach their full potential at school. In the Early Years Foundation Stage children learn by playing and exploring, being active and through creative and critical thinking. Teachers and practitioners will provide opportunities for children to talk about and develop their own understanding through these ways. In order to achieve this, staff will support the children's development through child-initiated learning, continuous provision and structured teaching. A happy, secure and stimulating environment will allow children to thrive and reach their full potential.

Legislation

This policy is based on requirements set out in <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This document also complies with our funding agreement and articles of association.

Structure of the EYFS

The EYFS is made up of Little Herons Nursery and two reception classes as part of West Monkton Primary School. For specific hours for the Nursery, please see NURSERY POLICY.

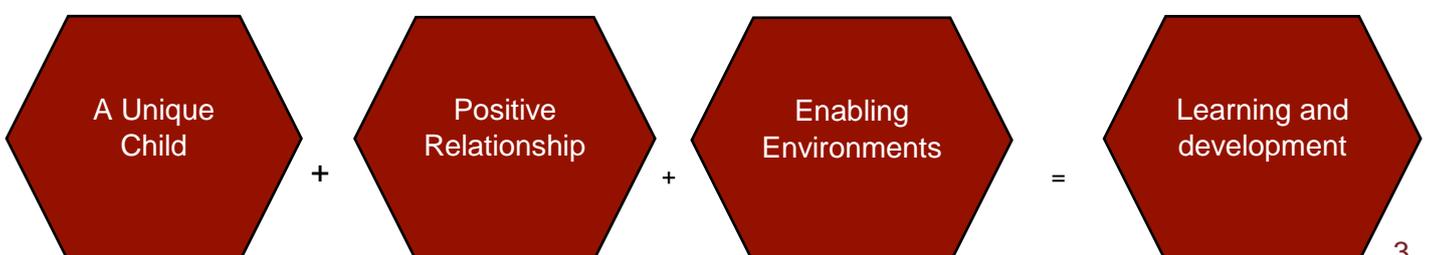
Aims

At West Monkton C.E Primary school we aim:

- To provide children with a happy, safe, stimulating and challenging environment to allow them to develop through different experiences
- To provide a broad and balanced curriculum that will set in place firm foundations for further learning and development throughout their school journey
- To provide a high quality, play based curriculum which uses the interests and curiosities of all children in order to foster motivation to explore and learn
- To build on children's own needs and interests and nurture what they already know
- To enable choice and decision making, developing independence and self-confidence
- To use and value what each child can do, assessing their individual needs and helping each child to progress
- To develop excellent relationships with parents and carers to build a strong partnership in supporting their children
- To provide a caring and inclusive learning environment which is sensitive to the requirements of individual children including those who have additional needs

Principles

The Early Years Foundation stage is based on four themes which underpin the curriculum:



As well as these key principles, there are also characteristics of effective learning that link it all together. These are:

Playing and exploring	Active learning	Creating and thinking critically
<ul style="list-style-type: none"> - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	<ul style="list-style-type: none"> - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> - Having their own ideas - Making links - Choosing ways to do things

Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

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

Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice.

Staff in the Early Years use 'objective-led planning' whereby teachers provide an overarching goal/aim for the week within a particular area. This then enables staff to direct the learning goal towards small groups of

children whilst they are in provision. Although there are activities that are more structured, the EYFS curriculum is play based which means that the learning goals can also be woven into children's play.

Teaching, Learning and Development

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 year 1.

Throughout the day children and staff come together to join in with whole class focus time. This is where staff introduce new concepts and ideas, and everybody works together to explore this further. Children will get further opportunities to show their understanding of this during continuous provision where staff are then able to assess and support where needed.

Continuous provision forms part of every child's learning journey as it enables them to explore new ideas through activities that have been carefully resourced and planned by staff. The learning environment being set up in this way is key in fostering children's ability to return to previous learning opportunities but also expand new ideas at the same time. This will also help to promote their independence as continuous provision encourages them to learn in the absence of an adult. As part of our continuous provision at West Monkton we are privileged to have classrooms that are set up to allow 'free-flow' between both classrooms and also the outdoor environment.

In addition to the continuous provision, teachers will work with small groups of children throughout the week with a specific focus. This is a further opportunity to expand on the new concepts and ideas that have been shared during whole class sessions. These small group sessions are more guided for the children in order for them to receive high quality teaching from the key adult and are supportive of individuals learning needs.

Observations and Assessments

At West Monkton Primary School, on-going assessment is an integral part of the learning and development processes. Within Early Years there are different ways in which the children are assessed. Teachers will use an 'Assessment Cycle Book' to note children's achievements and next steps. 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. Observations taken by staff and parents are put onto an online journal 'Tapestry' which will show the children's development over time.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 on-going observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by School leaders and the LGC every year. At every review, the policy will be shared with the LGC.

Role and responsibilities

The Headteacher/Early Years Lead will:

- Implement this policy consistently within the Early Years unit, ensuring that all staff members are aware of and understand the key principles behind the policy
- The Early Years Lead will support practitioners in the implementation of all areas and ensure they are equipped to deliver activities appropriately
- The Early Years Lead will additionally ensure that practitioners are competent and confident using objective-led planning and recording assessments on Tapestry
- Report to Governors, when required, on the effectiveness of the policy

The Early Years Foundation Stage unit will:

- Ensure they have regular updates/training when required to keep their knowledge up to date
- Support their class teacher in the delivery of objective-led planning/the EYFS curriculum
- Ensure they are confident when using tapestry and OLP sheets when assessing children
- Display a positive and encouraging attitude towards learning when supporting children in continuous provision
- Encourage children to deepen their understanding by discussing learning and asking their own questions

The Governing Body will:

- Support the school in the implementation of the policy
- Review the effectiveness of the policy as required

Parents, Carers and Families will be encouraged to:

- Promote positive learning behaviours at home and support children with their growing curiosity and enjoyment towards all areas of learning
- Raise any concerns regarding their child's progress at parent consultations
- Share their children's learning journal with them on tapestry and contribute with their own observations from learning that has happened at home

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