



# Chestnuts Primary School

'Encourage, Enable, Empower'

## Chestnuts Primary School Early Years Foundation Stage policy Sept 2023 to Sept 2024

*At Inspiring Futures through Learning, we are driven by our pursuit of excellence every day. We have high expectations of learning, behaviour and respect for every member of our community. We create independent, articulate thinkers and learners who have confidence in, not only their individual ambitions, but also those of the Academy and The Trust as a whole. We have collaboration at the heart of everything we do and our vision is to nurture exciting, innovative, outstanding Academies who embrace change and provide a world-class education for all it serves.*

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### **Publication on website:**

#### **School website**

- A Statutory publication
- B Good practice
- C Not required

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# EYFS Policy for Chestnuts Primary School

## 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
- Close partnership working between practitioners and with parents and carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## Legislation

This policy is based on requirements set out in the [This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage \(EYFS\) applied from September 2021.](#)

## Structure of the EYFS

EYFS at Chestnuts Primary includes Foundation Stage 1 and 2. Within Foundation 2, this is two form entry with children working in one large unit with at least 2 qualified teachers and learning support assistants. Teachers are the keyworker for the children in their class. LSAs are used as keyworkers for identified children to help support individual needs when necessary.

Within Foundation 1, the setting is one whole unit with one qualified teacher and one level three practitioner. The children are split into keyworker groups in order for children to build relationships and work on their next steps.

## 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

## **Planning**

Staff plan activities and experiences that enable the children to develop and learn effectively. At the beginning of the academic year staff 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. They use their knowledge of the children to plan a challenging and enjoyable learning 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.

Development matters is currently used to guide planning and to ensure progression across the year, working towards the Early Learning Goals. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff take account of the children's needs and interests and use these to inform their planning and to enhance, develop and extend the children's learning.

## **Teaching**

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.

There are daily adult-led inputs and activities for phonics, literacy and maths. Outside of these adult-led inputs children access continuous provision for their Own Learning Time (Child initiated learning). During these times staff carry out guided activities and engage with children to support and extend their learning.

As the year progresses and the children develop, adult-led activities increase in time dependent upon the children's abilities and needs.

## **Assessment**

At Chestnuts Primary School, ongoing assessment is 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. Practitioners also take into account observations shared by parents and carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). In addition to this, staff carry out an observation of each child (approximately 5-10minutes), RWI/pre-phonics assessment, a mark making and maths assessment. Staff gather short observations and evidence from child initiated learning.

Children's learning and development is assessed and tracked using Arc Pathway. Baseline judgements are entered at the beginning of the year with termly assessments linked to all the areas of development.

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 and in partnership with other schools within IFTL to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and carers. Parents and carers are kept up to date with their child's progress and development in a variety of ways. Termly parents meetings are used to discuss progress and next steps for learning and to provide opportunities for parents to share home learning. The Marvelous Me app is used to share key learning points from school each week and to encourage and promote conversation at home. There is an email address for parents to share home learning and wow moments.

Parents and carers are invited to speak to staff at the end of the day or use the EYFS email address to share any relevant information or to discuss any concerns. If appropriate, additional support is offered through contact with our Family Support Worker and SENCO.

## **Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general. Our learning across the year provides opportunities for children to learn about:

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

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

## **Monitoring arrangements**

This policy will be reviewed every year by the EYFS leader and approved by the head teacher and governing body.

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
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