Dordon Primary School



**Early Years and Foundation Stage Policy**

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| **Written by:** | **M Cross** | **Date:** October 2023 |
| **Date for review:** | October 2025 | |
| **Approved by governors:** | 23rd October 2023 | |

# Dordon Primary School

**EYFS Policy**

At Dordon we value the start that children get to their formal school education. We embrace the principles set out in the Early Years Framework 2023.

# 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/or 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 [Early Years and Foundation Stage Framework 2023](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf)

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

# Structure of the EYFS

Reception – there are 30 spaces PAN in our Reception class. The class operates within the normal working day of the school (8:30am – 3:00pm).

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# Curriculum

Our early years setting follows the curriculum as outlined in the 2023 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 children 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 plan activities to ensure the curriculum goals are covered but will also undertake ‘in the moment planning’ where activities are structured in response to the interests of the children.

**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.

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.

# Assessment

At our 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. Practitioners also take into account observations shared by parents and/or carers.

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 then shared with parents and/or carers.

Throughout the time in EYFS, staff record progress made from starting points following a baseline assessment. Reports to parents outline the progress made and highlight the next steps and how parents can support pupils at home to achieve these.

# Working with parents

We recognise that children learn and develop best when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child’s progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child’s knowledge, understanding and abilities.

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. The key person also helps families to engage with more specialist support, if appropriate. In Reception, this is the class teacher.

# Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. There is an additional policy relating to the use of mobile phones and recording equipment in EYFS.

# Monitoring arrangements

This policy will be reviewed and approved by the Executive Headteacher 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  See EYFS mobile phone policy  See Staff code of Conduct  See child on child abuse 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  See School Evacuation Plan |
| 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 |