



# Early Years Foundation Stage Policy

Policy date: Sept 25

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### 1. Intent

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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

### 3. Implementation

At Ingol Community Primary School we have one reception class cohort of up to 30 children. The class teacher Mrs Smalley works with teaching assistants; Mrs Pandya and Miss Crossett, to ensure that the care and development needs of all

children are met. The children are able to play and learn in our indoor and outdoor learning environments that are well resourced, planned and organised.

#### 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

We plan activities and experiences for children that enable children to develop and learn effectively. We take into account the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff liaise with Mr Moss our school SENDCO and 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. Curriculum plans are carefully considered and developed in collaboration with subject leaders to ensure that pupils develop a good foundation of knowledge, skills and vocabulary. Curriculum leaders ensure that pupils are able to develop, refine and practice the knowledge, skills and vocabulary learnt that they learn in EYFS throughout their time at Ingol Community Primary School.

##### 4.2 Teaching

The timetable is carefully structured so that children have rigorous directed teaching in English, maths, handwriting and phonics everyday with key worker sessions to focus on PSED. These sessions are followed by group work where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. In the summer term, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Essential Letters and Sounds scheme consistently so that they make good progress and the attainment gap narrows for our disadvantaged pupils.

We follow Lancashire County Council's maths mastery planning scheme in Reception with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who are at risk of not reaching their potential or moving on children who are doing very well. This includes, some examples of this are; Talk Boost, Nurture group time, and extra 1:1 reading time with a familiar adult.

## 5. Assessment

At Ingol Community 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. Staff also take into account observations shared by parents and/or carers.

Staff use an online phonics on a half termly basis tracker to track individual pupils progress in phonics. Data from this assessment is used to support the implementation of phonics interventions to ensure all pupils keep up with phonics lessons.

The class teacher tracks the individual progress pupils in all areas of learning using Lancashire's Pupil Progress Tracker. Data from these assessments is used to shape planning and support the implementation interventions.

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.

We ensure that we develop a strong partnership with parents and/or carers by...

- outlining our expectations in a 'Home-School Agreement'.
- conducting parent consultations before children start school and during their first term at school to establish how a child is settling into the school environment.
- conducting a further parent consultation late in the term to formally inform parents and/or carers of their child's overall progress and development.
- inviting parents and/or carers to join ClassDojo before their child starts school, so that staff and parents and/or carers can communicate quickly and effectively.
- regularly updating our school website with photographs of the children playing and learning, curriculum news, and other relevant information.
- Welcoming parents and/or carers to discuss any concerns in an informal manner.
- conducting workshops for parents and/or carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- inviting parents and/or carers to participate in our stay and play sessions at the end of each half term. These sessions give parents and/or carers the opportunity to help their children learn at school, find out about how the

EYFS is implemented at Ingol Community Primary School and chat to other parents and staff.

- We share a copy of pupils EYFS profile with parents and/or carers to enable them to have 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 role of the key person is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

### **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by directly teaching pupils about the effects of eating too many sweet things and the importance of brushing their teeth

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

### **8. Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Children with EAL will be included in all lessons and work will be planned accordingly.

### **9. Equal Opportunities**

All children are provided for with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

### **8. Monitoring arrangements**

This policy will be reviewed and approved by annually Sarah Smalley.

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
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical needs policy and medicine 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