

Early Years Foundation Stage (EYFS) policy



Cam Everlands Primary School
“We believe, achieve and celebrate”

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1. 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
- 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. Structure of the Early Years Foundation Stage (EYFS)

We have a single Reception class (Foundation 2) which caters for children who are 4-5 years old. This class is subject to the School Admissions (Infant Class Size) Regulations 2012 which limit the class size to 30 pupils per teacher – although there are some permitted exceptions to this number.

4. Curriculum

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

The EYFS framework has seven areas of learning. These are

1. Communication and language
2. Personal, social and emotional development
3. Physical development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

The EYFS framework recognises the importance of establishing a secure base for ensuring both educational and personal success throughout future years at school. The EYFS curriculum is centred on three core areas of learning, known as the prime areas of learning. These are:

1. Communication and language
 - Listening, attention and understanding
 - Speaking
2. Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships
3. Physical development
 - Gross motor skills
 - Fine motor skills

The remaining areas of learning are known as the specific areas of learning:

4. Literacy
 - Comprehension
 - Word reading
 - Writing
5. Mathematics
 - Number
 - Numerical patterns
6. Understanding the world
 - Past and present
 - People, culture and communities
 - The natural world
7. Expressive arts and design
 - Creating with materials
 - Being imaginative and expressive

4.1 Planning

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

4.2 Teaching

Each area of learning is taught through a combination of planned, purposeful play and adult-led activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We start phonics, mastering numbers, Cornerstones Curriculum, drawing club etc. all within the first term, so the children are busy from very early on. EYFS to Year 1 transition focuses on the collaboration of EYFS and NC approaches during the autumn term as children progress onto NC

5. Assessment

At Cam Everlands Primary School, ongoing assessment is an integral part of the learning and development processes.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Throughout the year, staff make regular observations on children's progress, attainment, interests and learning styles which is used to inform future teaching and learning. We have not enabled Dojo for parents to share observations

In the final term, staff complete the EYFS profile for each child. Pupils are assessed against 17 early learning goals, indicating whether they are:

- Expected – a child has met the expected levels of development
- Emerging – has not yet met expected levels of development

Children are deemed to have reached a good level of development (ready for Year 1) if they have achieved expected in the following Early Learning Goals

1. Communication and language
 - Listening, attention and understanding
 - Speaking
2. Personal, social and emotional development
 - Self-regulation
 - Managing self
 - Building relationships
3. Physical development
 - Gross motor skills
 - Fine motor skills
4. Literacy
 - Comprehension
 - Word reading
 - Writing
5. Mathematics
 - Number
 - Numerical patterns

The profile reflects ongoing observations, and discussions with parents and/or carers. Judgements against each ELG are made using a 'best fit' approach.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The results of the profile are shared with parents and/or carers for their child at the end of the summer term.

6. Working with parents/carers

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. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

6.1 Learning Diaries

We use Learning Diaries to communicate a children's journey in becoming a reader.

- Parents are asked to record each time they hear their child read or when they complete a phonics activity that has been sent home (school target is 5x a week)
- We will give children and parents feedback and advice for next steps
- We will provide regular overview of a child's phonics and reading learning in school

6.2 Reporting to parents/carers

Parents and/or carers are informed about the progress of their child at various times of the year.

- **Autumn term** - a meeting which focusses the prime areas of learning - communication and language, personal, social and emotional development and physical development.
- **Spring term** – a written report and meeting that is based on word reading, writing, number and numerical patterns. Next steps are provided, including how to provide support at home.
- **Summer term** – a written report on the child's attainment against the Early Learning Goals (Emerging/Expected). These judgements are then reported to the County Council and shared with the children's receiving Year 1 teacher.

Throughout the year – additional meetings are provided where it has been agreed a child needs further support to achieve their potential and overcome challenges

7. Safeguarding and welfare procedures

All staff at Cam Everlands Primary School are committed to promoting the welfare of children and young people. Our safeguarding and welfare procedures can be found in our Child Protection and Safeguarding Policy.

We promote good oral health, as well as good health in general, in the early years by talking to children about such things as:

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

8. Monitoring arrangements

This policy will be reviewed by the headteacher every 3 years.

At every review, the policy will be approved by the governing body.

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