



Thorpe Acre Infant School

Early Years Foundation Stage (EYFS) policy

Approved by : Chair of Governors

Date : June 2023

Next review due by : June 2026

Reaching High, Learning and Growing Together

Contents

1. Aims.....	2
2. Legislation	2
3. Structure of the EYFS.....	2
4. Curriculum	3
5. Assessment.....	4
6. Working with parents	5
7. Safeguarding and welfare procedures.....	5
8. Monitoring arrangements.....	5
Appendix 1. List of statutory policies and procedures for the EYFS	

1. Aims

This policy aims to ensure:

- That children access a broad, balanced and ambitious curriculum that gives them the broad range of substantive and disciplinary knowledge 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/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 EYFS.

3. Structure of the EYFS

EYFS sets standards for the learning, development and care of your child from birth to 5 years old. Most children start school full-time in the September after their fourth birthday which means they'll turn 5 during their first school year. When children start Thorpe Acre Infant School (TAIS) they are in the 'Reception' year (Year R).

Children will be offered a balance of adult-led and child-initiated experiences throughout the day. Practitioners will ensure free flow access to the outdoor area. Practitioners will build on children's interests and prior knowledge.

4. Curriculum

TAIS 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

Teachers plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with Reception children are expected to focus strongly on the three prime areas.

Teachers also take into account the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability (SEND), teachers consider whether specialist support is required, and will link 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.

At Thorpe Acre Infant School, we support children in using the three characteristics of effective teaching and learning. These are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful provision, and through a mix of adult-led and child-initiated activities. Staff respond to each

child's emerging needs and interests, guiding their development through 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.

Further information about the curriculum can be found on our school website www.tais.leics.sch.uk

4.3 Phonics

At TAIS we believe that learning to read is one of the most important things in a child's learning journey. Children read books containing with the sounds that they have been taught so that they can de-code them. Phonics teaching begins as soon as children start Year R.

4.4 Reading for Pleasure

At TAIS we actively encourage reading for pleasure and aim for our children to be lifelong readers. Books are a key feature of the classroom and children are frequently and regularly given a book to share at home.

5. Assessment

At TAIS, 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. Staff also take into account observations shared by parents/carers.

Within the first 6 weeks that a child starts Year R, teachers will administer the Reception Baseline Assessment (RBA) to assess children's early learning in mathematics and literacy, communication and language. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress to the end of Key Stage 2 (KS2) can be created.

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 (**expected**)
- Not yet reaching expected levels (**'emerging'**)

The profile reflects ongoing observations, and discussions with parents/carers. The results of the profile are shared with parents/carers for their child. Children are defined as showing a Good Level of Development (**GLD**) at the end of EYFS if they have achieved the expected level in the prime areas of learning: Communication and language, Physical development, Personal, social and emotional development, and the specific areas of learning of: Literacy and Mathematics.

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.

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 carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers.

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

We value the partnership between home and school and promote engagement with parents/carers through:

Prior to starting:

- Inviting parents to visit the school
- Encouraging parents to share information about their child and their interests.

Once started:

- Inviting parents to "Stay and Play" during the first week of term
- Maintaining regular and frequent contact with parents
- Offering workshops to parents on phonics and number
- Holding parents' evenings twice a year
- Encouraging parents to share necessary information to support their child's learning
- Inviting parents to attend school events.

7. Safeguarding and welfare procedures

It is essential that all children in the school feel safe. We educate children about boundaries, rules and limits and help them understand their importance. We provide children with choices to help them develop this important life skill. We believe children should be taught to recognise hazards and to avoid them.

The rest of our safeguarding and welfare procedures are outlined in our Child Protection and Safeguarding policy (available on school website).

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every three years.

9. Linked Policies

These can be found on the school website:

- Admissions
- Behaviour
- Child Protection and Safeguarding
- Supporting Pupils with Medical Needs
- SEND.

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	Child Protection and Safeguarding policy
Procedure for responding to illness	Health and Safety policy
Administering medicines policy	Medications and Management policy
Emergency evacuation procedure	Health and Safety policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Child Protection and Safeguarding policy
Procedure for dealing with concerns and complaints	Complaints policy