



Buckton Vale
Primary School

Early Years Foundation Stage (EYFS) Policy

Approved by:

Date:

Last reviewed on:

Next review due by:

Contents

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

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 to help every child reach their full potential.
- 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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

3. Structure of the EYFS

At Buckton Vale we do not have a School Nursery. Our Reception class has space for 30 children with one class teacher. Our reception class work in one large room with an outdoor area.

4. Curriculum

Our Reception class 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

The Buckton Vale curriculum is designed to develop the characteristics of effective teaching learning:

- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Active learning – children keep on trying if they encounter difficulties, and enjoy their achievements.
- Playing and exploring – children investigate and experience things, and ‘have a go’.

4.1 Planning

At Buckton Vale Primary School, we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum allows children to develop interpersonal skills, build resilience and become creative thinkers. We aim to provide a fun, secure, challenging and rich educational environment that enables each individual to thrive.

As well as our designed long term curriculum, where possible the children’s own interests are used by the adults to engage the children in higher level thinking and deeper learning. Child initiated learning is valued and encouraged. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult- led and child-initiated activities. The role of the adult is key providing high quality interactions impacts on progress made.

Staff also consider 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

At Buckton Vale each area of learning and development is implemented through planned, purposeful play, 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 warm, positive interaction. All children have access to daily Read Write Inc phonics, mathematics and literacy guided activities as well as continuous provision

We also believe that the whole curriculum can be covered in a well-planned outdoor environment, and that there is some learning that can only take place outdoors. The children have the right to the outdoor environment all the year round and access to the area is available daily with constant adult supervision and interaction. The class go outside together due to the set up of the outdoor provision.

5. Assessment

At Buckton Vale we do this by ensuring ongoing assessment is an integral part of the learning and planning process. Staff observe pupils and these observations are used to plan next steps. We have a next steps board to celebrate learning and staff use this for significant observations to target next steps in provision. The role of the adult is key providing high quality interactions impacts on progress made. Parent’s and carers are part of this process and share observations at home using our online learning journey.

- Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). We also complete a period of observational assessments to get an accurate

picture of children's starting points to identify learning priorities and plan relevant and motivating learning experiences for each child.

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 in the Trust, 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.

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.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education.
- Listening to accounts of their child's development and any concerns they may have.
- Making parents feel welcome by being friendly and approachable.
- Holding information evenings before the children start school.
- Talking to them about their child's interests and needs during our introductory sessions in school.
- Maintaining an on-going dialogue
- Meeting with parents of reception children during Parents Evenings to discuss progress
- Through the use of Tapestry, an online learning journal which parents can access at home. Valuing parents' contributions to their learning journeys.
 - Encouraging parents to make use of the read diary to communicate and the use of class dojo to message and receive important messages.
- Inviting parents to accompany staff on trips.
- Providing weekly challenges to support parents in way to help their children at home.
- Providing parents with a Read Write Inc Phonic workshop to attend to support early reading.
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We

know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

Health

We follow our school policies for administering medicines. We promote good oral health, as well as good health in general, in the early years our first topic is 'All About Me' looking at the occupation the Dentist and the importance of daily exercise and healthy eating

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

8. Monitoring Arrangements

This policy will be reviewed and approved every 3 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
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 and Missing in Education
Procedure for dealing with concerns and complaints	See complaints policy