

# EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

**Rationale:**

At Longman's Hill Community Primary School this policy ensures every child receives the best possible start in life and supports the opportunity to fulfil their potential. Children join the EYFS the September following their 4<sup>th</sup> birthday in line with County Policy.

**Integration and induction into School**

When Children begin School they are gradually integrated by attending sessions in class, first with parents and then independently. Early Years Foundation Stage (EYFS) staff visit the children in their pre-school settings or at home.

During July a meeting takes place to inform parents about the setting and general information about EYFS curriculum.

**Curriculum**

All Early Years planning ensures the coverage of EYFS curriculum guidance and the Literacy and Numeracy documents where appropriate. We aim to meet the Early Learning Goals by the end of the Foundation Stage. Opportunities are given for children to enjoy the activities planned by the teacher to incorporate all of the Seven Areas of Learning, which are: 1) Personal Social & Emotional Development. 2) Communication & Understanding. 3) Physical Development. 4) Literacy. 5) Mathematics. 6) Understanding the World. 7) Expressive Arts & Design, and also to engage in self-planned activities. We aim to develop a positive attitude to learning, for children to see learning as enjoyable and as something in which they can have an influence. Planning in EYFS class dovetails into the National Curriculum of the children's transfer to Year One.

The Early Years curriculum always makes room for spontaneous learning following the children's interests. Play is fundamental to a young child's learning and is used positively to develop children's abilities across a wide range of activities.

Children from the EYFS class also become involved in their own learning; discussing what they already know, planning what they would like to know and recapping what they have learnt during each termly topic.

**Methodology**

In Early Years, education and care are inseparable. The care that is given to children and their parents is paramount. The particular needs of individuals are always catered for, taking advice and support from other agencies.

- The role of the ATA in Early Years includes the following:

First Aid duties, care duties, whole class activities alongside the Teacher, focus group work, one-to-one activities, display tasks, planning, assessment and record keeping.

- The role of the Teacher in Early Years may include some or all of the following:

Provision of a colourful, stimulating and caring environment, co-ordination of the Early Years curriculum and planning for the Seven Areas of Learning, providing purposeful play and active learning both indoors and outdoors, Maintaining a balance between Teacher-directed and self-chosen activities, Assessment and record keeping, Sustaining a positive partnership with parents, Ensuring continuity and progression, Monitoring resources.

**Resources and Planning**

Early Years education requires a wide variety of resources of excellent quality in order for effective learning to take place. We will ensure Early Years children therefore have access to as wide a variety of materials and equipment. Children need to handle and play with all kinds of suitable equipment and apparatus, both indoors and outdoors.

Early in the Autumn term, all of the children are assessed through adult observations and a baseline (starting point) judgement is made. On entry into FS2, it is expected that children will have completed/achieved most of the milestone statements from the 'Development Matters Document' at 30-50 months. (This is because children enter FS2 at aged 4 = 48 months).

Children will usually also have met some criteria in the 40-60 month statements.

However, some children may be working below the level expected for their age, and will still have many criteria to meet and achieve at 30 – 50 months.

### **Assessment, Reporting, Recording**

Assessment in the Early Years begins with what the children can do. Observation books record spontaneous child initiated observations in EYFS throughout the year and assessment sheets with comments and observation books and the children's learning journeys inform planning and enables us to set goals for individual children on entry and end of year targets.

EYFS reports to parents at the end of the Summer term under the Seven areas of Learning and whether they have achieved the expected standard within the Early Learning Goal.

### **Equal Opportunities**

In Early Years education we need to be aware that children are young and still forming their ideas about the world. This means that they are very vulnerable. Therefore opportunities will be given to underpin aspects of gender as will an appreciation of the multi-cultural society within which we live.

All children will have full access to all of our equipment.

Please refer to the Equal Opportunities policy.

### **Home/School Partnerships**

We need to ensure that in Early Years education, positive partnerships with parents are established and sustained. Parents are invited to:

Attend parents' evenings, participate in stay & play sessions with their children, visit the teacher and view work, become a parent helper in school, attend school performances, share concerns and satisfactions with the Teacher. In addition a home school book is sent home on a weekly basis to aid communication, and observations are sent home via email.

### **Monitoring and review**

Good quality Early Years practice, will be developed and sustained by means of internal and external review by Headteacher and NYCC advisors.

### **Date of next review**

January 2021 (Three Years)

<p><b><u>Policy Adopted by Headteacher</u></b></p> <p>Name: Mrs J Elcock</p>	<p><u>SIGNATURE</u></p>	<p><u>DATE</u></p>
<p><b><u>Policy Adopted by Chair of Governors (on behalf of Governing Body)</u></b></p> <p>Name: Mrs S Porter</p>	<p><u>SIGNATURE</u></p>	<p><u>DATE</u></p>