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# Croughton All Saints CE Primary School Early Years Foundation Stage (EYFS) policy

September 2023



***Be Ready, Be Respectful, Be Safe – To believe, achieve, succeed together’.***

*This is firmly rooted in Christian values. We look to Jesus as our guiding light. He inspires us to live out our Christian values and strive for excellence in all we do; celebrating life in all its fullness. Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.*

<b>Reviewed by</b>	<b>Approved by</b>	<b>Date Approved</b>	<b>Next Review Date</b>
S.Smith Headteacher L.Pepler EYFS lead	FGB	November 2023	November 2025



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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 EYFS

At Croughton All Saints CE Primary School, our EYFS unit provides education for children aged from 3-5 years. We have one mixed age nursery/reception class which is led by a qualified teacher and supported by a level 3 Early Years Practitioner.

The school day for all children in our EYFS unit begins at 8.55am. Our school gates open at 8.40 and children may arrive at any time between 8.40 and 8.55. For children in nursery, we offer both morning, lunch time and afternoon session (see Appendix 1 for more details).

### 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**

As a school, we use the Curriculum Maestro platform as the basis for our planning. Each term, the children will experience a new 'project' and 'mini project'. These are carefully planned in a two-year cycle to avoid repetition. The projects are planned to enable progression across the 7 areas of learning during the year as well as, for our reception children, preparing them for the learning they will experience in Year 1. Curriculum Maestro activities are adapted as needed to meet the needs of individual children and cohorts. Teachers select which activities are most relevant/best support the development of the children in their current class. Therefore, planned activities may vary slightly year on year. Medium term plans ensure that each week, activities are planned for all 7 areas of learning.

As a school, we use Read, Write, Inc phonics. In both nursery and reception, we follow the RWI plans as per the teacher's handbooks.

We use the NCETM programme 'Mastering Number' and White Rose Maths (WRM) for maths planning in reception. Nursery maths lessons are planned using the same sequence of units as reception WRM. Teachers use the age 3-4 statements from Development Matters as the starting point for planned activities.

Other whole-school planning schemes are followed: Sing-up (music), PE Hub (PE), SCARF (PSHE), Kinetic Letters (handwriting). Nursery take part in PE and music lessons but not the SCARF PSHE scheme. Fine/gross motor skills are planned for Nursery children in place of following the Kinetic Letters scheme.

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. The 3 prime areas are also a key focus for reception children in the Autumn term.

The learning environment has been carefully planned, organised and resourced to enable children to be independent learners. During the first half term, adults prioritise spending time with the children in the learning environment, modelling use of the resources and encouraging children to explore all of the areas. Resources are clearly labelled and clear zones are established indoors and outdoors. Provision enhancements are planned each term to encourage exploration of the 7 areas through play and also planned in response to identified areas of development for specific children/cohorts.

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. Any referrals to services and agencies will be made as needed.

## 4.2 Teaching

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.

Adult-led activities take many forms. They may be whole class, small group, paired work or 1:1 activities. Child-initiated activities involve children exploring the continuous provision for their own purposes as well as enhancements planned for and facilitated by staff.

Nursery and Reception are taught together for project-related activities (when possible/appropriate), PE and music. The class teacher delivers phonics and maths for the reception children and the nursery practitioner delivers phonics and maths for the children in nursery. Maths and phonics for both year groups are planned for by the class teacher and staff members working in the EYFS unit have regular conversations about children's achievements and progress.

Nursery and reception children learn together during child-initiated learning time. They have use of two indoor and two outdoor learning spaces and may move freely between the spaces as they choose.

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.

## 5. Assessment

At Croughton All Saints, 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.

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. The class teacher will attend a Local Authority agreement trialling session each summer to moderate their judgements more widely. EYFS profile data is submitted to the local authority.

In addition to these statutory assessments, staff will complete assessments of children's achievements 4 times per year in line with the rest of the school. A baseline assessment of the 7 areas of learning will be completed in the first 4 weeks of your child starting with us (reception only). For nursery children, we will assess them against the 3 prime areas of learning only - this applies to those starting in September and those joining us later in the academic year. Assessment data will then be completed at the end of the Autumn, Spring and Summer terms against the 7 areas for children in reception. Children in nursery will be tracked against the 7 areas from the assessment window following their baseline assessment. For example, if a child joins the setting in January, their first assessment

against all 7 areas will be at the end of the Spring term. In our EYFS unit, assessments are predominantly completed by staff based on observation and interactions with the children. Staff will record whether a child is 'on track' or 'not on track' in each of the 7 areas. These decisions will be made in correspondence with our school checkpoint documents.

Phonics assessments will be regularly administered in line with the RWI scheme requirements.

From January, following baselines (School and statutory) a plan is compiled to identify where support is needed and as per procedure for the rest of the school, a class plan is drawn up. This plan identifies key children/groups of children who need additional attention to ensure they meet their expected outcomes at the end of the academic year. Note that a child's expected outcome may not be in line with national expectations – the expectation will be generated based on their starting points.

## **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. We use Seesaw to communicate regularly with parents about their child's achievements – sharing pictures, videos and notes. Parents are also invited in to school for 'book looks' where they can look at their child's individual books as well as our class floor books. Reading diaries are used by staff to communicate with parents about their child's reading successes and next steps and parents are encouraged to do the same.

Parents are invited to parent's evenings twice in each academic year. Once in the Autumn term and once in the Spring term. At the end of the academic year, parents will receive a report detailing their child's achievements in the 7 areas of learning and the next steps in their learning. For parents of children in reception, the EYFS profile helps to provide a well-rounded picture of their child's knowledge, understanding and abilities across all 17 Early Learning Goals.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The class teacher acts as key person for children in reception and the EYFS practitioner acts as key person for the children in nursery. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

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

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

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance of physical exercise
- How to achieve a balanced/healthy diet

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by EYFS staff, HT and Governors every 2 years.

At every review, the policy will be shared with the governing board.