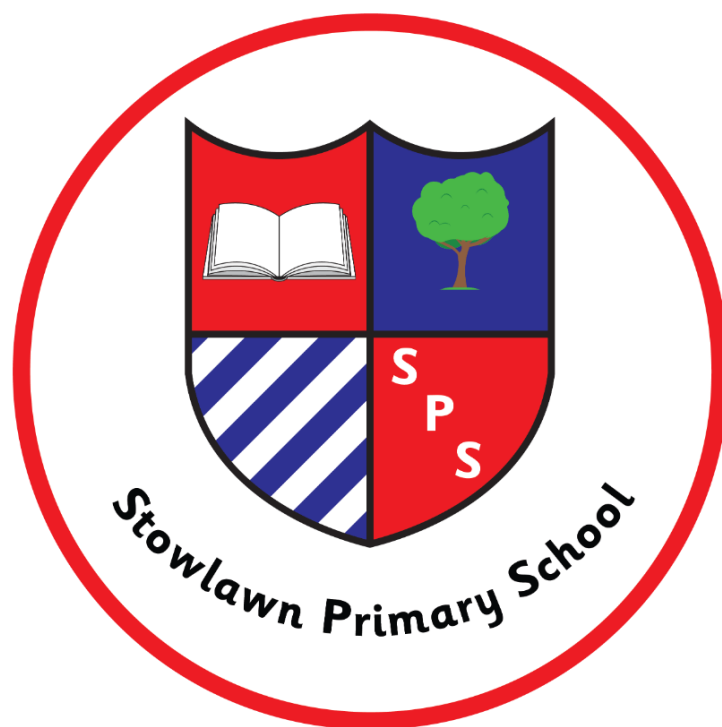


Early Years Foundation Stage (EYFS) policy

Stowlawn Primary School



Approved by:	Kate Charles	Date: December 2022
Last reviewed on:	September 2023	
Next review due by:	September 2024	

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1. Aims

Our Ethos

At Stowlawn we are passionate about providing our youngest children with an inspirational start to their learning, as well as supporting parents with their introduction to their child's life at school. We aim to provide the best start to education for our youngest learners by providing a stimulating and nurturing environment, with access to a range of rich learning opportunities. Supported by a range of research it is our ethos that children learn best through play, therefore children are offered a range of new and exciting learning experiences to create their own journeys of learning.

Our curriculum is built to ensure that children can develop their independence, resilience, ambitious attitude, and creativity; all of which are key attributes of our Stowlawn 6. All child-initiated play is closely observed and supported by adults, which allows children to steer their own learning in the moment. It is our intention to deliver high quality care and education, ensuring that every child in our setting is happy and safe.

Through this play-based approach, we aim to develop and embed the characteristics of effective learning: playing and exploring, active learning and creating and thinking critically. Taking a cross curricular approach allows us to ensure all 7 areas of learning and development are covered daily to lay the foundations for the children's future learning.

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.
- Children can engage in rich learning experiences in a safe and respectful learning environment.

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

Our Early Years Foundation Stage (EYFS) covers Nursery and Reception. Our Nursery children have access to 15 hours free schooling a week. These hours are split into 5, 3 hour morning sessions. Our Reception children access a full day of provision from 8:30-2:50. All children in Reception are eligible for universal free school meals.

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 interconnected. 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

At Stowlawn all of these strands are embedded into daily learning. Lots of our learning is done discreetly through play, allowing children to build on these skills in ways that are relevant to them. Learning sessions and activities are planned to excite and stimulate the children, they are then given opportunities to take this new learning into the environment and explore it independently. All play is closely monitored, and staff are trained to scaffold where appropriate.

In Reception children also take part in daily phonics sessions. At Stowlawn we follow the Read Write Inc. scheme. Children begin the year taking part in short whole class phonics sessions. As they develop their skills and phonological awareness, children are split into smaller groups based on their phonetic ability and will take part in a daily 35 minute phonics lesson. These sessions include a speed sounds lesson, reading of a story that is matched to their phonic ability.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. 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 challenging and enjoyable experiences. 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.

Staff are expected to take part in weekly planning meetings in which outcomes for the following week are discussed and directions of learning can be considered. All staff contribute ideas and activities for continuous provision which allows a broad range of experiences. Each staff member will have an understanding of each child and collaborative planning meetings allow for individualised learning experiences to be considered.

Class teachers will complete:

- A medium term plan for each half term showing an overview of learning for the half term detailing the objectives that learning will be directed towards.

- A weekly plan stating the targeted objectives for the week and open-ended activities to promote these.

- A weekly continuous provision plan noting accessible resources for the children both indoors and outdoors

These plans will form the basis of all teaching and learning experiences across EYFS.

4.2 Teaching

We strongly believe that children learn best through rich play-based experiences. Staff scaffold learning, where required, through whole class input and allow children to access carefully planned continuous provision, which lends itself to objects that have been taught. Adult led activities are planned for and children have the option to engage with them or direct their own learning in the environment. By allowing children to use open ended resources, they embed knowledge in a way that is purposeful to them. Staff are skilled at intervening in play where appropriate and use a range of sustained shared thinking questions to further children's learning.

Where necessary, smaller group sessions are carried out throughout the day to support children who need more direct teaching in a more focused environment. These sessions can include additional phonics, speech and language based activities or fine motor-based skills.

Each term planning is based around a new topic which ensures that the children remain engaged with exciting new experiences. Each topic is planned around a variety of stories. Story time is an important part of the day in EYFS and is part of our day-to-day routine. Alongside this, children have opportunities to access a range of books including linked curriculum texts and library sessions throughout the week.

Literacy is taught using Talk for Writing methods and lessons follow the outlined timetable. This timetable changes as the children move through each term. Initially the children work on one text a week with the focus being children getting lots of rich story experiences and learning lots of story vocabulary. As the children move into Spring term, they focus on one text over two weeks allowing them to unpick different elements of the texts.

Teachers aim to use a range of open-ended resources to support teaching as opposed to children completing worksheets. This allows the children to really focus on the 3 prime areas of learning as well as the characteristics of effective learning. We believe in using these open ended resources children make their own links between learning and is more embedded as it is purposeful to them and their experiences.

5. Assessment

At Stowlawn, 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.

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. EYFS profile data is submitted to the local authority.

Evidence gathering

At Stowlawn each child creates their own individual learning journey throughout their time in EYFS. We use 2 methods of evidence recording.

Tapestry- Tapestry is a platform in which we can take photos, videos, and upload observations of the children in their learning. Observations are detailed and clearly outline what children have learnt and how they have carried out their learning. Observations are all individually linked to each child and not done as a group. All staff have access to Tapestry and record evidence of learning.

Books- Each child has 1 book in which any paper-based tasks can be kept. At Stowlawn we believe the children should steer their own learning and we do not use worksheets for activities unless necessary to scaffold a concept or as a writing frame. Books will contain work that the children have created independently in a range of different forms. Work is annotated by staff with quotes from the children or any support that was given during the learning. Paper based work should be clearly dated and marked in line with our school EYFS marking policy. All staff are to annotate work where necessary.

It is expected that each child will have a minimum of 1 piece of evidence gathered a week. Work should be collected as evidence if it:

- Shows embedded learning
- Shows new learning
- Is a "Wow" moment

Each child's learning journey should be individualised and clearly document their own direction of learning.

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. At Stowlawn it is our intent to build and develop strong partnerships with parents, welcoming them into school for a variety of reasons throughout the year. We highly value parents contributions to their child's learning journey and use these to support their child reach their full potential with their learning and development.

We are always thinking about new ways to involve parents in their child's learning, below are some ways we hope to involve parents:

- Regular parents' consultations
- Parent workshops

- Organising a range of activities throughout the year in which there can be a collaboration between the school and the children and their families
- We have an open-door policy enabling parents to come and speak with teachers
- Sending out half termly newsletters noting our key focuses
- “Learn with me” mornings where parents are invited into school for the morning to take part in different learning activities with their child
- Opportunities for parents to come in and see a showcase of children’s work

We also work closely with a range of different professionals to meet the needs of our children. When required, we sometimes need to share information with parents and build a strong support base for all children. We also look closely at links within the community to enrich children’s experiences by taking them on outings or inviting members of the community into our setting to share their experiences.

7. Safeguarding and welfare procedures

Health, physical well-being and mental well-being are an important part of our curriculum and play a big part in the work we do in Reception. At Stowlawn we access the “Kapow” PSHE resources, which cover a range of social situations which also link to the EYFS prime and specific areas. These scenarios allow children to discuss and explore a range of different welfare topics. These topics are also woven into the curriculum and taught through our half termly topics, for example, during our Food Glorious Food topic we cover healthy eating, exercising and oral hygiene through stories and our topic-based learning.

Sleeping

If a child is to fall asleep during the school day due to tiredness or being unwell a specific sleep area will be provided. This will be in a quiet space with a sleep mat, and blanket. (These must be cleaned after each use). If a child falls asleep in the classroom, they will be transferred to the sleeping area. Once a child is asleep, the staff will ensure they are safe and comfortable and will be monitored regularly. Any child who is sleeping is not to be left unattended. Staff members will conduct physical checks on sleeping children to ensure they are breathing normally, have not been sick and they are not too hot or too cold. Children must be checked every 10 minutes; this must be recorded on the “sleeping child record” together with times/dates/child’s name and staff initials.

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 Kate Charles every year.

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
Procedure for dealing with concerns and complaints	See complaints policy