



South Gosforth First School
'Roots to grow and wings to fly'

South Gosforth First School **Early Years Foundation Stage** **(EYFS) Policy**

Approved by:	Full Governing Body
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Last reviewed on:	October 2020
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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
- Close partnership working between practitioners and with 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 2017 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Our Early Years Unit covers two class bases, an Imagination Station for role play, storytelling and small world activities, a Creation Station for 'messy' activities and an outdoor area. The children are organised into two Registration groups of 30 children, but get plenty of time to learn and play together across both classes. Each Registration group has a class teacher and teaching assistant assigned to it, however the adults work with all 60 children in the year group.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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

Staff plan activities and experiences for children that enable children to develop and learn effectively, covering all areas of learning.

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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Throughout each day, children have access to both the indoor and outdoor environments and have opportunity to spend extended periods of time exploring and investigating in these areas.

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 South Gosforth First School, 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. Practitioners also take into account observations shared by parents and/or carers through the use of Tapestry, an online Learning Journey.

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 then shared with parents and/or carers.

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. A Family Consultation Evening is held in October to discuss how the children have settled in to school and another is held in March to discuss the children's progress in all areas of learning. An end of year written report and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities as they leave EYFS.

Each child's class teacher (key worker) helps to ensure that their learning and care is tailored to meet their needs and supports parents and/or carers in guiding their child's development at home.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed and approved by Catherine Burnett (EYFS Lead) 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