



GRAYSWOOD PRIMARY SCHOOL
Church of England (Aided)

Early Years Foundation Stage (EYFS)

Policy

Policy schedule	
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Section	Changes made	By whom
2. Legislation Page 3	Link and date updated to reflect the latest framework	Hannah Cole
4. Curriculum Page 3	Added in information on the Characteristics of Effective Learning	Hannah Cole
5. Assessment Page 5	Updated whole section to include new assessment of key skills at the end of each term and also phonics assessments	Hannah Cole
7. Safeguarding Page 7	Added additional information specific to EYFS	Hannah Cole
8. Equality and inclusion Page 7	New section added	Hannah Cole

Version history- version 2- the following was adapted/added/changed on 2/5/24

Section	Changes made	By whom
2. Legislation Page 3	Link and date updated to reflect the latest framework	Hannah Cole
3. Structure of the EYFS Page 3	Home visits changed to individual school visits	Hannah Cole
4. Curriculum Page 3	Date updated to reflect the latest framework	Hannah Cole

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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 statutory framework for the Early Years Foundation Stage (EYFS), which applies from September 2021 (updated April 2024).

This policy also takes into account non-statutory guidance:

- Development Matters (2020)
- Birth to Five Matters (2021)

3. Structure of the EYFS

At Grayswood, pupils start Reception class in the year they turn 5 years old. We are a one-form entry school with a pan of 30. Our Reception class has a large indoor learning space as well as a dedicated outdoor learning area.

Pupils are given transition opportunities as they transfer from their pre-school settings. Stay and play sessions and nursery visits are provided in the Summer Term before starting school and individual school visits are offered to all families and carried out in the week before children start school in September. To help the children settle, we provide a staggered start, during which the new cohort is divided into two groups and attend for the morning only. The following week, the whole class attend the morning sessions together before starting full time in the third week.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024.

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

4.1 Planning

Grayswood CE Primary School provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Grayswood CE Primary School look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

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

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. Our outdoor provision, including our woodlands, mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

4.3 Characteristics of Effective Learning

At Grayswood CE Primary School, we recognise that the characteristics of effective learning are central to children's development. We plan opportunities and interactions that support children to develop as:

Playing and exploring:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

We encourage this by providing a stimulating environment with open-ended resources, allowing time for deep play, and celebrating curiosity and risk-taking.

Active learning:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

We support this through providing challenges matched to children's interests, encouraging perseverance, and celebrating effort as well as achievement.

Creating and thinking critically:

- Having their own ideas
- Making links
- Choosing ways to do things

We develop this by asking open-ended questions, providing time for children to develop their ideas, and encouraging children to explain their thinking. Staff observe and assess these characteristics alongside the areas of learning and development, using this information to plan next steps and share with parents.

4.4 The Learning Environment

At Grayswood CE Primary School, we create a rich and varied environment that supports children's learning and development across all areas.

Indoor environment:

Our large indoor learning space is organised into areas that support different types of learning:

- Mark-making and writing area
- Mathematics area with practical resources
- Role play area (changed regularly to reflect children's interests and topics)
- Construction area
- Book corner and quiet area
- Creative area for art and design
- Investigation area for exploring materials and simple science

Resources are clearly labelled (with words and pictures) and stored at child height to promote independence. We provide open-ended resources that can be used in multiple ways to support creativity and imagination.

Outdoor environment:

Our dedicated outdoor learning area and woodland space provide opportunities for:

- Physical development through climbing, balancing, and using wheeled toys
- Exploration of the natural world
- Large-scale construction and creative play

The outdoor environment is available throughout the day, allowing children to choose when to learn outside. We ensure appropriate clothing and supervision for all weather conditions.

Creating an enabling environment

We ensure our environment:

- Is safe, secure and stimulating
- Supports children to take risks and challenge themselves appropriately
- Reflects children's current interests and learning
- Includes children's work and achievements
- Provides spaces for quiet play and active play
- Is accessible to all children, including those with additional needs

5. Assessment

At Grayswood CE Primary 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. Staff also take into account observations shared by parents and/or carers.

Our assessment approach focuses on observing children in their self-initiated activities, as well as adult-led tasks. We use Development Matters (non-statutory guidance) to support our understanding of child development and to help identify next steps, but all statutory assessments are made against the Early Learning Goals in the EYFS framework.

We assess and track progress in:

- The three prime areas
- The four specific areas
- The characteristics of effective learning

Our assessment cycle includes:

- Reception Baseline Assessment (RBA): Within the first 6 weeks that a child starts reception, staff will administer the RBA. This assessment helps us understand each child's starting point in early literacy, communication, language and mathematics.
- Phonics assessments: We assess phonics progress every 6 weeks to ensure children are developing their phonetic knowledge and skills systematically.
- Termly assessments: Each term, children are assessed against our own assessment targets for each of the early learning goals, ensuring that key foundational skills are embedded. This allows us to track progress throughout the year and identify any children who may need additional support.
- Ongoing observations: Daily observations and interactions inform our understanding of each child's development and help us plan next steps.

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 (expected)
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, termly assessments, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

We also provide a written commentary on each child's characteristics of effective learning, which is shared with parents and Year 1 teachers to support transition and ensure continuity of learning.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

Key to ensuring high quality Early Years experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Grayswood CE Primary School, we recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

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, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in to share their child's Learning Journal and see a range of work
- Through the use of Seesaw, an online learning journal which parents can access at home
- Encouraging parents to make use of the home/school communication book which is looked at daily by an EYFS staff member
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips
- Inviting parents in for parent workshops to develop their understanding of the Early Year's pedagogy

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Supporting learning at home

We recognise that learning happens at home as well as at school. We support parents to extend their child's learning at home by:

- Sharing ideas for activities through Friday notes and newsletters
- Providing information about what we're learning in class
- Lending resources and books
- Offering parent workshops on key areas such as phonics
- Encouraging parents to share their child's achievements from home

7. Safeguarding and welfare procedures

Safeguarding and welfare is our number one priority and 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.

EYFS-Specific Safeguarding Requirements:

Staffing and ratios:

- Our Reception class maintains a ratio of at least 1:30 with a qualified teacher
- At least one person who has a current paediatric first aid certificate is on site and available at all times when children are present
- All staff have enhanced DBS checks and receive regular safeguarding training
- Staff understand their safeguarding responsibilities and know how to identify and respond to signs of abuse and neglect

Staff qualifications:

- Our Reception teachers hold Qualified Teacher Status (QTS)
- All staff receive induction training and ongoing professional development in EYFS practice

Risk assessment:

- We conduct regular risk assessments of our indoor and outdoor environments, including our woodland area
- We teach children to understand and manage risks appropriately
- We ensure children are supervised appropriately at all times

Mobile phones and cameras:

- Staff personal mobile phones are not permitted in the classroom or outdoor learning areas
- School devices are used for photographs, which are stored securely in line with GDPR requirements
- Parents are reminded of our photography policy at events

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

8. Equality and Inclusion

At Grayswood CE Primary School, we are committed to ensuring equality of opportunity and anti-discriminatory practice for all children and families.

We achieve this by:

- Treating all children as individuals and with equal concern and respect
- Providing a learning environment that reflects the diversity of our society
- Ensuring that our curriculum, resources and displays reflect positive images of people from different backgrounds, cultures, abilities and family structures
- Challenging stereotypes and bias
- Identifying and removing barriers to participation
- Working in partnership with parents to ensure we meet individual children's needs
- Providing additional support where needed, including for children with SEND or those learning English as an additional language
- Promoting fundamental British values in an age-appropriate way through our daily practice

We monitor children's progress by different groups to ensure all children are making good progress and take action if any gaps emerge.

All staff receive training on equality and diversity as part of their induction and ongoing professional development.

9. Monitoring arrangements

This policy will be reviewed and approved by the EYFS lead and Headteacher every 2 years. At every review, the policy will be shared with the governing board.

10. Linked policies

- Safeguarding and Child Protection
- SEND
- Equality
- Supporting pupils with medical conditions
- Administering medicines
- Emergency evacuations and lockdown policy
- Complaints
- Admissions
- Attendance
- Health and safety