



**GRAYSWOOD PRIMARY SCHOOL**  
**Church of England (Aided)**

# Early Years Foundation Stage (EYFS) Policy

Policy schedule	
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## Contents

1. Aims .....	3
2. Legislation.....	3
3. Structure of the EYFS.....	3
4. Curriculum .....	3
5. Assessment.....	4
6. Working with parents.....	4
7. Safeguarding and welfare procedures .....	5
8. Monitoring arrangements .....	5
Appendix 1. List of statutory policies and procedures for the EYFS.....	6

## 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 \(EYFS\) that applies from September 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 home 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 September 2021.

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

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.

### 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.

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.

### 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.

## **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.

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

## **8. 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.

## 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