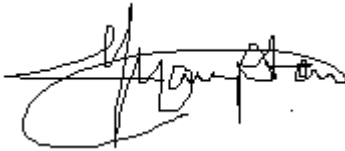




Roman Way Primary School

Early Years Foundation Stage (EYFS) Policy

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Reviewed and approved by Governors	
Name	Tanya Hampton
Signed	
Date	5 th September 2024

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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 \(EYFS\)](#) for 2023.

3. Structure of the EYFS

We accept children into our YR class in the academic year they turn 5 years old. We ensure a thorough transition takes place with families and Early Years settings. We are a one form entry school with a PAN of 30. There is one teacher and two Teaching Assistants in the class at any one time. Children are given a key person on arrival.

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Our 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.

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

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 Roman Way Primary School, ongoing assessment is an integral part of 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 upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's 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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. 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 recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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

- The effects of eating too many sweet things
- The importance of brushing your teeth

8. Outside Area

The outdoor area provides young children with one of the best possible environments in which to learn. Any adult who has watched children playing in a well planned and well resourced outdoor area with involved adults will have observed the joy and excitement they experience as they learn new skills and make fresh discoveries. Well planned and well resourced outdoor play experiences allow for progression in a child's thinking and understanding. These can provide the context in which these principles become the reality for all our children.

- Indoors and outdoors need to be viewed as one combined and integrated environment.
- Indoors and outdoors need to be available to the children simultaneously.
- Outdoors is an equal player to indoors and should receive planning, management, evaluation, resourcing, staffing and adult interaction on a par with indoors.
- Outdoors is both a teaching and learning environment.
- Outdoor design and layout needs careful consideration.
- Outdoor play is central to young children's learning, possibly more to some children than others.
- The outdoor classroom offers children the opportunity to utilise effective modes of learning – play, movement and sensory experience.
- Children need versatile equipment and environments.
- Children need to be able to control, change and modify their environment.
- Staff have to be supportive toward outdoor play.

Why we develop outdoor play

It allows and encourages children to relive their experiences through their most natural channel – movement. – Movement is one of the four vehicles through which children can learn. The others are play, talk and sensory experiences.

- It provides access to space to nurture mindbody growth.
- Physical development is the pre-requisite for the children's growth. It: – enhances the development of motor skills (gross and fine); – develops co-ordination, balance and body awareness; – keeps the body, heart and other organs healthy; and – develops a life-long good habit of daily exercise.

It provides the opportunity for assessed risky freedom, where children can play and socialise freely and use their own imagination and initiative.

- All the areas of learning can be achieved outside while the children's long-term social, emotional and mental health are being enhanced.
- Exercise can affect emotions allowing for relaxation and calmness and a heightened sense of well being (Armstrong 1996).

Young children's basic need for well-being and involvement, and their urge to explore and make sense of the world, is developed through high quality play in an outdoor environment.

9. Monitoring arrangements

This policy will be reviewed and approved by the Governing body every two years unless national changes need to be included sooner.

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