



EYFS (Early Years Foundation Stage) Policy

Formally adopted by the Governing Board of:-	Denver V. C. Primary School
On:-	12th May 2021
Chair of Governors:-	Amanda Dawson
Last updated:-	25th June 2020

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

Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This framework ends on 31st August 2021 and a new EYFS framework becomes mandatory on 1st September 2021 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#)

Structure of the EYFS

Class 1 caters for children in Reception and a number of children in Y1. Work is differentiated to meet the needs of the children in the class.

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS, and from September 2021 it will follow the new 2021 statutory framework of the EYFS. The Y1 National Curriculum is also followed for those children in Y1.

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

Planning

We plan learning experiences from the children's interests and believe they should play an active role in generating ideas for the curriculum. The children will be given opportunities to explore and develop learning experiences, which help them to make sense of the world through play. They will practice and build up ideas and skills, and learn how to control themselves and understand the need for boundaries as they become more competent in managing their behavioral impulses. They will have opportunities to think creatively and collaboratively alongside other children as well as developing independence and furthering their ability to use their own initiative, pursuing their own ideas and interests.

We ensure that children have plenty of opportunities to learn through play. We use the classroom and our outdoor area to enable children to access both planned and structured play activities while also pursuing self-initiated, spontaneous opportunities for learning via the playful exploration of resources and ideas. The learning environment is extended beyond the classroom to include the outside area so as to encourage a positive attitude towards learning. The children select their own resources where possible, thus encouraging independent learning. Planning is flexible and adapted continuously, to ensure we meet the changing needs of each learner

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.

Teaching

Each area of learning and development is implemented through planned and purposeful activities, through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging and evolving needs and interests, guiding their development through warm, positive interaction and gentle encouragement.

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.

Assessment

At Denver V. C. Primary, ongoing assessment is an integral part of the learning and development process. Staff observe pupils continually to identify their level of

achievement, their interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and encourage parental feedback so as to form a broader and more balanced view of each learner.

The children's learning is constantly monitored and observations are used to inform future provision. It is primarily by observing children that judgements are made, to inform records and ongoing planning. Observations are recorded in a variety of ways e.g. photographs, speech bubbles, snap shot observations, annotations on work and longer observations. Observations identify 'next steps' for learning and inform the focus of further lessons.

Children are assessed on entry and their progress is tracked throughout their time in EYFS. Children's progress is assessed regularly against Development Matters and next steps are set using this document along with professional judgements. The children's progress can be seen in their learning journals, written work and in photographic evidence.

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
- Exceeding expected levels or,
- 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, in addition to teaching staff in Year 1.

Moreover, in the context of formal moderation, the teacher's knowledge of each child is crucial in terms of justifying judgements that have been made through discussion with Local Authority representatives. At Denver V.C. Primary, we pride ourselves on our knowledge of each child, their strengths and areas for development and our ability to articulate the reasons for making particular judgements in relation to attainment at the end of EYFS.

Monitoring and Evaluation

Members of the EYFS team attend relevant training in order to keep up to date with new developments. The EYFS teacher attends annual moderation meetings. Members of the EYFS team attend local Early Years Cluster group meetings.

Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. We work very hard to promote a successful partnership, with a two-way flow of knowledge, information and expertise. Parents are actively encouraged to share their own knowledge of their child's interests

and strengths and the children's achievements outside of school are proudly displayed in the classroom.

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.

An overview of formal/in-formal meetings is summarised below:

- Home visits are offered to all new pupils.
- A New Intake meeting for reception parents is organised for the term prior to admission.
- Visits are arranged for children in the term prior to entry.
- Class 1 staff observe children in their pre-school setting prior to entry.
- Class 1 staff greet the children at the start of the day and parents/carers collect children from the classroom allowing them to talk to staff on a daily basis.
- Parents are encouraged to help in school and on school trips.
- Parents and carers are invited into school to attend assemblies, Learning Cafés and training sessions e.g. phonics.
- Parents' Evenings are held twice a year and an end of year report sent out.
- Through the year special events are held which parents are invited to attend.
- Parents can see their child's learning journey through their journal book.

(Elements of the above list may not be possible, or may be approached in a different way due to Covid-19)

Transition

Starting school in Reception can be a daunting prospect for both children and parents. We aim to make this transition as easy and comfortable as possible for all involved and we have a transition programme in place to ensure the best start for our pupils. We also recognise the importance of the transition from Reception to Y1, particularly where children move to Class 2.

- "Taster" afternoons for the new intake in the Summer term.
- A New Intake meeting for reception parents is organised for the term prior to admission.
- Visits are arranged to nurseries, pre-schools for children in the term prior to entry.
- A member of staff from Class 1 observes children in their nursery/pre-school setting prior to entry.
- Staff in both Class 1 and Class 2 work closely together to ensure smooth transitions for the Year 1 moving to Class 2
- Shared CPD and training opportunities.
- Shared resources.
- EYFS teacher and Head teacher collaborate on summative assessments.

Inclusion

We value all our children as individuals at Denver V. C. Primary, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policy on Special Educational Needs and Disabilities.

Admissions Arrangements

For children starting in Reception we follow the Norfolk admissions process. Please see the Admissions policy.

Safeguarding and welfare procedures

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