



# Toft Hill Primary School Early Years Foundation Stage (EYFS) policy

Version Number	Date agreed by Governors	Date of review	Headteacher	Chair of Governors
2	17 <sup>th</sup> February, 2022	Spring term 2024	Leanne Nesbitt	Alison Barron

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

## 3. Structure of the EYFS

The EYFS in Toft Hill Primary School is single form entry and consists of one Reception Class.

## 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

Staff plan activities and experiences for children that enable them to develop and learn effectively. Staff also consider 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.

Staff understand the importance of talk, stories and systematic synthetic phonics (SSP) in the teaching of reading and plan for this accordingly. Children are taught a structured phonics session daily. Staff also understand the importance of delivering a curriculum that embeds mathematical thinking and talk. They plan a mathematically rich curriculum and deliver a daily maths session.

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 Toft Hill 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 consider 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. Progress tracking takes place termly to identify if children are on track to meet the ELGs at the end of EYFS. 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.

Throughout the year, staff will use their in-depth knowledge of the children and work with parents for a developmental progress check which we refer to as a 'Spotlight' check. These take place when the children are 54, 60 or 66 months old and focus on child development and progress. They are formative assessments that enable staff to plan to help children to make progress appropriate to their age and stage of learning.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Staff use Class Dojo stories and messaging facility to provide regular updates and there are opportunities for in person discussions on a daily basis if necessary. More formal meetings are planned throughout the year to share information and reflect on the progress being made by the child.

Parents and/or carers are kept up to date with their child's progress and development. The progress checks 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 promote good oral health, as well as good health in general, in the early years by planning adult led activities or invitations to play that provide the opportunity for high quality discussion which includes:

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

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Mrs Leanne Nesbitt and the Governing Body of Toft Hill primary School every three years or before then when changes are necessary to meet statutory requirements or to reflect changes in policy and practice within school.

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? <b>See <i>School Policies section of website</i></b>
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