



EYFS Policy

Aims and objectives:

- To give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- To enable each child to develop socially, physically, intellectually and emotionally.
- To encourage children to develop independence within a secure and friendly atmosphere.
- To support children in building relationships through the development of social skills such as cooperation and sharing.
- To ensure that children at the end of the Reception year are ready for the next stage of education.
- To work alongside families to meet each child's individual needs, to ensure they reach their full potential and 'shine' in everything they do.

Teaching and Learning:

The EYFS curriculum is based on an observation of children's needs, interests and stages of development. Along with parents and carers, we promote the learning and development of pupils to ensure they are ready for the next stage of education. There are seven areas of learning and development in EYFS. These are split into two sections – prime and specific; however, all the areas are interconnected and important.

Prime areas

- Personal, social and emotional development
- Communication and language
- Physical development

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable learn

We also take into account the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy

their achievements.

- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment:

At the beginning of the Reception year children undertake the Reception Baseline Assessment. This is a short, task based assessment which provides practitioners with information to inform future planning and design learning activities to suit all children. It also measures children's progress from the start of Reception to the end of Key Stage 2.

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess where additional support may be required. Parents will be kept up-to-date with their child's progress and development with regular parent appointments. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

At the end of the Reception year practitioners complete the EYFS profile, which provides a reliable, valid and accurate assessment of each child's development.

Inclusion:

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

SEND in the EYFS will be monitored and managed by the EYFS lead and the school's SENDCO.

Safeguarding and welfare:

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy.

Staff receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up to date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate. A first aid box is located outside of the Reception classroom, and any individual medication is clearly labelled and stored securely.

Staff working in EYFS undertake daily risk assessments of both the indoor and outdoor areas, and record on a safety checklist.

Parent and carer involvement:

We believe that the EYFS works better with the support of parents and carers. Parents are invited to termly parents' meetings, however, parents are able to contact staff via Class Dojo, or make an appointment to speak to the teacher if necessary. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

School Governor Role in EYFS: There is a link governor allocated for the oversight of EYFS.

Key documents/action plans are shared when updated and regular meetings are held with the link governor