

# Hartsfield JMI School



## EYFS Policy

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Chair of Governors

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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
- 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

### 2. Legislation

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

### 3. Structure of the EYFS

At Hartsfield we have two classes of 30 in the Reception Age year group. Hours are the same as the rest of the school with all children attending 8.55-3.15 Monday to Friday.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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 children to develop and learn effectively. In order to do this, practitioners 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, practitioners 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. Practitioners 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.

#### **4.3 Role of the adult**

- To observe child-initiated play to understand and provide for their interests and needs.
- To plan and resource a challenging indoor and outdoor environment.
- To support children's learning through planned play activity.
- To extend and support children's spontaneous/self-initiated play.
- To extend and develop children's language and communication in their play
- To plan and deliver high quality focussed sessions based on prior learning and next steps of individual children

#### **Role of the EYFS Leader**

It is the role of the Early Years Lead: -

- To organise the delivery of Early Years Curriculum and to ensure progression and development.
- To monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within Early Years.
- To monitor and update resources and draw up a budget.
- To ensure local EYFS group meetings are attended as appropriate and keep up to date with new initiatives.
- To ensure the development of practitioners in Early Years through training and courses.

#### **5. Assessment**

At Hartsfield, 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. Practitioners also take into account observations shared by parents and/or carers.

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.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners 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 teaching teaming and the other key workers support parents and/or carers in guiding their child's development at home and also help families to engage with more specialist support, if appropriate.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our Child Protection Policy and our Safeguarding Policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Headteacher and EYFS Leader biannually or when legislation/ advice warrants a change in practice and therefore policy.

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 safeguarding and child protection policies
Procedure for responding to illness	See health and safety policy and prospectus
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 safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding and child protection policy and prospectus
Procedure for dealing with concerns and complaints	See complaints policy