



# Great Wilbraham C of E Primary School

Policy title: EYFS

Date created: June 2022

Date ratified:

Next Review Date: June 2024

Signed:

At Great Wilbraham C of E Primary School, we aim to inspire children to become caring, confident and creative learners. The EYFS at Great Wilbraham must provide every child with a feeling of security, being valued and the confidence to explore new learning. The Early Years is unique in that it can set the tone for later school life.

## Our Curriculum Intent for EYFS –

- **HEAD**-To provide opportunities for children to have a desire to learn new skills and try new challenges.
- **HEART**-To enable children to recognise themselves as unique individuals
- **HANDS**- To encourage children to be creative and independent problem solvers.

Within this document the term Early Years is used to define children in our Foundation Stage Unit (including Reception and Nursery aged children ).

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

**Statutory Framework for the Early Years Foundation Stage, Department for Education , March 2011.**

## 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 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 the requirements set out in the **2021 statutory framework for the Early Years Foundation Stage (EYFS)**

## 3. Structure of the EYFS





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In our Foundation Stage Unit, Reception children have the opportunity to attend school five full days a week from 8:45am until 3:15pm

The children in our Nursery can attend from 8:50 until 11:50am five mornings a week. For an extra charge, Children in their pre school year can also attend our lunch club from 11:50am until 12:50pm everyday.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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 the building children's capacity to learn from 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, 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





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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 Great Wilbraham C of E 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 take into account observations shared by parents and/ or carers. We use Tapestry as an online formative assessment tool.

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 of the child.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 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.

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.

Each child is assigned a key person. The key person for Nursery children is a Teaching Assistant. The key person for Reception children is the class teacher. The key person 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





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We promote good oral health, as well as good health in general, in the early years by engaging in the Cambridgeshire PSHE programme. We also read fiction and non fiction texts about healthy eating and talk to the children about the effects of eating too many sweet things and 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 the Chair of Governors every two years. At every review. The policy will be shared with the Governing Body.

### Appendix 1. List of statutory policies and procedures for the EYFS

Statutory Policy or Procedure for EYFS	Where can it be found?
Safeguarding Policies 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
Procedure 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

