

Early Years Foundation Stage (EYFS) policy The Croft School



Approved by:

Date: July 2021

Last reviewed on:

25th June 2021 by Victoria Soutar

Next review due by:

July 2023

Contents

1. Aims	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum	2
5. Assessment	4
6. Working with parents	4
7. Safeguarding and welfare procedures.....	4
8. Monitoring arrangements.....	5
Appendix 1. List of statutory policies and procedures for the EYFS	6

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

We have one EYFS class our intake number is 20

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 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.

Everything we do is under the umbrella of our school:

► **Vision:**

The Croft pupils will be resilient, compassionate, responsible citizens.

► **Aims:**

Our curriculum will ignite curiosity, inspire a love of learning and build knowledge and skills.

We will recognise the uniqueness of our pupils and put their well-being at the heart of all that we do.

We will nurture and develop individual abilities and talents to enable our pupils to achieve.

► **Croft Values**

Friendship

Respect

Helpfulness

Courage

Truthfulness and trust

Perseverance

INTENT

Head – EYFS Framework with Development Matters working towards the National Curriculum

Heart – Oxfam's Global Citizenship

Hand – Croft Communicators

Through an Enquiry Based method

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.

In a happy and safe environment we want our children to learn while having fun – Our classroom is a place where children want to be and where all children want to learn

We want our curriculum to ignite curiosity, inspire a love of learning and build knowledge and skills. Giving our children exciting experiences which will inspire awe and wonder in the world around them.

Our children will explore global themes through an enquiry-based curriculum. Their enquiries will always have a purpose. This will often showcase their learning skills and nurture a sense of pride.

English will be the thread that knits our curriculum together. We will develop their enquiries around high quality core texts. When starting a new topic we always find out what the children already know and what they would like to find out about and are interested in. We always use good quality resources to inspire our topic work.

We value the importance of creating a love of reading and enjoyment of books. We start phonic teaching straight away using actions alongside Letters and Sounds. Story time is a non-negotiable part of the day to nurture our love of stories and poems.

Talking to the children and helping them to develop their oracy and vocabulary skills are also key to all we do – the more words a child knows the further they will go. Good questioning is key to pushing our children further in their understanding.

Our daily and weekly challenges give children a real sense of achievement as well as stretching those more able learners to build on and develop skills in many areas.

5. Assessment

At The Croft 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.

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 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.

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 Parent Evenings, mid year report and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We will also be communicating children's achievements to their parents through Seesaw Family our online learning platform.

Each child is assigned a key person (Class Teacher) 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, talking to children about:

- The effects of eating too many sweet things

- The importance of brushing your teeth
- The importance of a healthy diet and lifestyle as outlined in our PSHE Jigsaw syllabus

We follow [statutory guidance](#) for safety around supervised tooth brushing.

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 Victoria Soutar (EYFS Teacher) every two years.

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 policy
Procedure for responding to illness	See Health and safety policy
Administering medicines policy	See Medical conditions and medicine in school 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 policy
Procedure for dealing with concerns and complaints	See Complaints procedure policy