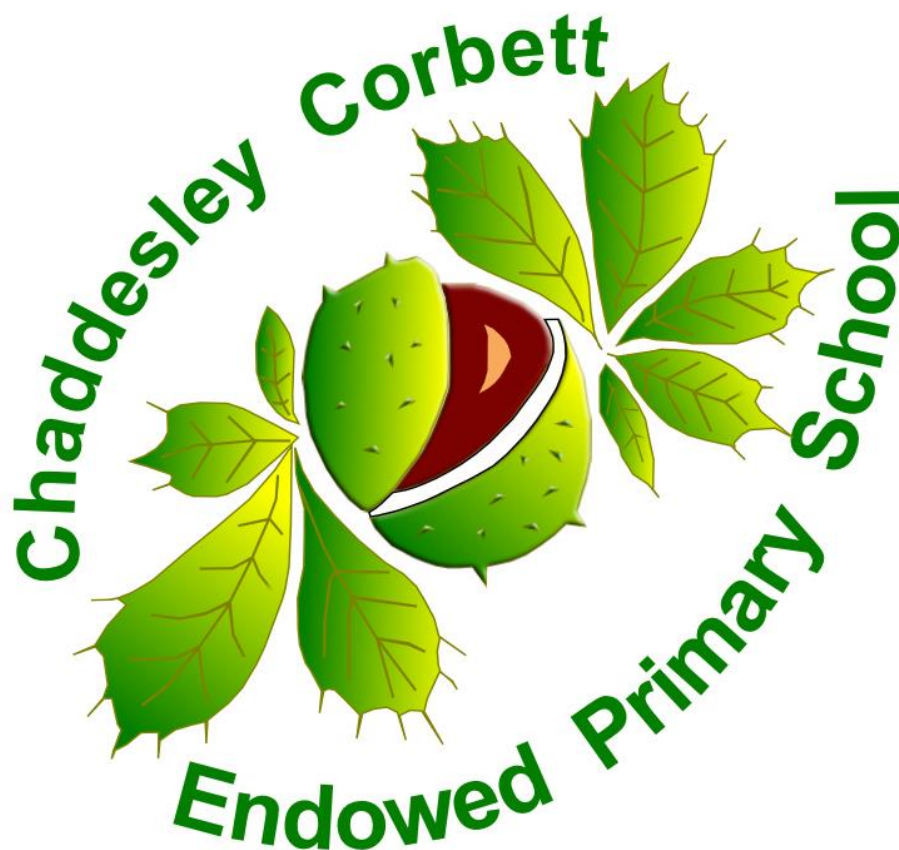


# Early Years Foundation Stage (EYFS) policy

Chaddesley Corbett Endowed Primary school



Approved by: T&L Committee

Date: 25.1.24

Last reviewed on: January 2022

Next review due by: January 2026

# Contents

1. Aims .....	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum .....	2
5. Assessment .....	3
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 .....	<b>Error! Bookmark not defined.</b>

---

## 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 \(EYFS\)](#) for January 2024.

## 3. Structure of the EYFS

Chaddesley Corbett Endowed Primary School's Early Years Foundation Stage provision consists of a Nursery Class (two – three year olds), a Preschool Class (three – four year olds) and a Reception class (four – five year olds).

**Nursery and Preschool hours are 9am – 3pm every day during the school term.**

Parents and carers can choose session times and days to meet with their family requirements. The sessions are; 9am -12noon, 12noon – 3pm or all day. We offer 15 hour funded places and 30 hour funded places for those who are entitled. Additional hours can be requested and paid for. Further details on funded hours and additional hours can be found by contacting the school office.

**The Reception Class hours are 8.50am – 3.20pm.** The children are expected to attend every day during the school term.

## 4. Curriculum

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

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three 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**

Our 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 (two year olds) are expected to focus strongly on the three 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**

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.

#### **4.3 Inclusion**

Like all aspects of school life, the curriculum is designed to be accessible to all. It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the SENDco and parents/carers.

#### **4.4 Children with English as an additional language (EAL)**

We recognise that EAL children have a wealth of experience and ability with language. However, we recognise that children learning English as an additional language are very likely to need support in developing some concepts in inference and deduction as well as support with grammatical structuring of sentences. Care is taken to ensure that these children are given support so that they experience the same cognitive challenge as their peers.

## **5. Assessment**

At Chaddesley Corbett Endowed Primary school (CCEPS), ongoing assessment is an integral part of 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.

When a child is **aged between two and three**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Throughout the EYFS years there are key times where staff make judgements on individual pupil development, these are shared with senior leaders and parents and individualised next steps are identified. Parents/carers of Preschool and Reception children meet with staff twice a year to discuss pupil progress and an end of year report is shared at the end of these years.

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 upon request.

## 6. Working with parents and carers

We recognise that children learn and develop well when there's 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 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 nursery and preschool 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 recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:

In our Nursery

- We have at least 1 member of staff for every 8 children

In our teacher led Preschool

- We have at least 1 member of staff for every 13 children

In our reception class

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

All staff in the EYFS hold a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

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

Our full safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Jayne Edwards (Deputy Headteacher) every 3 years .

At every review, the policy will be shared with the governing board.