

Sibsey Free Primary School



Early Years Foundation Stage (EYFS) Policy

Approved by:	Governing Body
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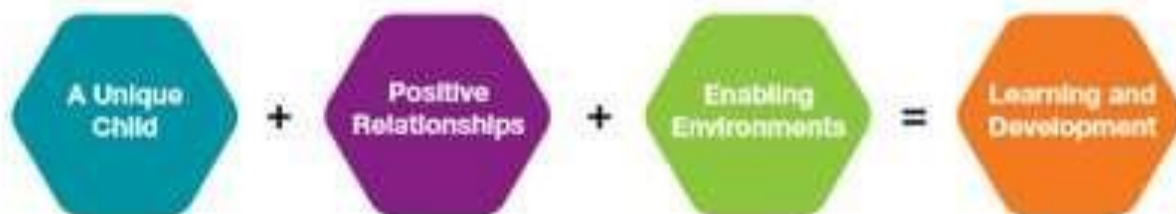
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Principles

The Early Years Foundation Stage applies to children from birth until the age of five years old. At Sibsey Free Primary School children join the Foundation stage in the September after their fourth birthday.

At Sibsey Free Primary School, we recognise the importance of the Early Years curriculum within a child's development and view the foundation year as an essential period in a child's life. It is here where firm foundations are built to create life-long learners. The EYFS is built upon four principles:



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

Legislation

Sibsey Free Primary School are an Early Adopter school. This policy is based on the EYFS early adopter version July 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf

Curriculum

Our early years setting follows the curriculum as outlined in the EYFS early adopter version July 2020.

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

Planning

In the EYFS children learn best when they experience learning first hand, through meaningful interactions with others, through physical activity and through play. Staff plan activities and experiences for children that enable children to develop and learn effectively.

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.

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.

Assessment

At Sibsey, 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. The ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

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 then shared with parents and/or carers.

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.

At Sibsey, we work in close partnership with parents and value free lines of communication. Staff are available to talk to parents at the beginning and end of each day, sharing information about the children's learning and development. We hold parents' meetings in the Autumn and Spring Term and send written reports in the Spring and Summer Term.



Transition

Transition into Reception

During the Summer Term prior to the children starting school the following September, the transition process will include the following:

- Your child's class teacher will discuss your child as a learner with his/her current key worker. If a meeting cannot take place in person a phone call will be made as an alternative communication.
- Each child will be invited to attend two afternoon sessions in the EYFS classroom.
- Children will also be invited to a Forest School outdoor session with their parents.
- Home visits are not typically made but may be offered to meet the children and families in the home environment.

When children join school in September the following procedures will apply for them to gradually adjust to their new surroundings and establish positive relationships:

- Children will typically have a staggered start entry in order to ensure they become familiar with staff, routines, and environments before settling into a normal routine. This is communicated with parents before the start of September.
- Children are grouped according to their date of birth in three groups: Autumn, Spring and Summer born.

Transition into Year One

Currently, the school operates a mixed age classroom. This means that some pupils experience The Pines Class twice and others move to the Poplars Class (Y1/2). This is not based on ability but a number of factors considered by class teachers and senior leaders. During the Summer Term we begin to prepare children for transition into Year One and the Key Stage One curriculum. We have put provision and opportunities in place to support this transition period. These include:

- Story sessions held by their new class teacher and a question and answer opportunity to get to know them better.
- Regular sessions in the Year One classroom throughout the year to enable children to become familiar with the environment.
- Transition session. An opportunity to work in a small group with their new class teacher ahead of the end of term.
- A comprehensive handover between teachers ahead of the end of term
- Early Years staff to support children into their new environment, where needed, during the first week of Year One.



Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy. Pages 21- 41 of the statutory framework for the early years foundation stage also set out requirements which are followed by the school.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS Early Adopter Framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896810/EYFS_Early_Adopter_Framework.pdf)

Monitoring arrangements

This policy will be reviewed and approved by Tracey Howsam every 2 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	<i>See child protection and safeguarding policy</i>
Procedure for responding to illness	<i>See health and safety policy</i>
Administering medicines policy	<i>See supporting pupils with medical conditions policy</i>
Emergency evacuation procedure	<i>See health and safety policy</i>
Procedure for checking the identity of visitors	<i>See child protection and safeguarding policy</i>
Procedures for a parent failing to collect a child and for missing children	<i>See child protection and safeguarding policy</i>
Procedure for dealing with concerns and complaints	<i>See complaints policy</i>

