



Upwood Primary
Academy



Policy:	Early Years Foundation Stage (EYFS) Policy
Owner:	Mrs S Bond
Approving Board:	Academy Committee
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Early Years Foundation Stage (EYFS) Policy

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

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](#).

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. The prime areas are 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

Teaching staff plan activities and experiences for children that enable children to develop and learn effectively.

Teaching staff 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.

Teaching

Each area of learning and development is implemented through a modelled and guided teaching approach. The children are taught as a whole class or in smaller groups and have opportunities for partner practice and independent learning.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. During planned and child-initiated activities, adults play

an important role in modelling language: explaining, encouraging, questioning, recalling and providing a narrative.

Great importance is placed on creating a positive and safe emotional environment. To promote well-being and physical activity, children access both the indoor and outdoor learning environments daily.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for the transition to year 1.

Assessment

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 Foundation**, 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.

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. Parents' evenings are held twice a year and there is an end of year report written for each child. Parents and carers are able to speak to staff members in between these times.

Safeguarding and welfare procedures

Please see our safeguarding and welfare procedures as outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by Sophie Bond, EYFS Lead, every 3 years.

At every review, the policy will be shared with the Academy Committee.