



Springvale Primary School

Policy Title: Early Years Foundation Stage (EYFS) Policy

Date of Review: Autumn 2022

Review by: Autumn 2025

Signed by:

Chair of Governors

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SPRINGVALE PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) Policy



A.Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

B.Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

C.Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D.Background Information

Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

E. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a 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

F. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) September 2021.

G. Structure of the EYFS

The EYFS caters for children from three to five years of age. At Springvale, Nursery children join the term after their third birthday and are catered for in FS1. Primary School children join the school as full time pupils in September, working in FS2. This is also referred to as their Reception year. Both Nursery and Reception have their own classroom and share a large outdoor space, with a small wooded area.

H. Curriculum

Our curriculum has been developed around the requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), September 2021, and also the non-statutory guidance, Development Matters, revised July 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 to for developing children's curiosity and enthusiasm for learning, 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

I.Planning

At Springvale we aim to provide a happy, safe, caring and stimulating environment in which children learn by building upon what they already know and can do. Planning is based on observations made of the children, their current interests, their level of development and learning. These are used to provide relevant and interesting learning experiences for the children across all 7 areas of learning and development. In Nursery particular emphasis is placed on the 3 prime areas, as these are the youngest children in our setting.

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. Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

J. Learning and Developing

Play and Exploration. We do not distinguish between play and work. We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We feel it is important for the adults to support children's learning through play, by getting involved in the play themselves.

Active Learning. We want our children to be engaged learners. We do this by trying to make their learning as active as possible e.g. visits, visitors.

Creativity and Critical Thinking We encourage our children to be thinkers from a young age. Higher level questioning is often used to extend our more able children.

Supporting Every Child

Children with special educational needs are given support as appropriate to enable them access to the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

Individual education plans are written for those children who require additional support. The class teacher also liaises with the SENCO for further support.

For further information see our Inclusion Policy.

K. Assessment

Assessment in the Foundation Stage primarily takes the form of observation, involving the teacher and other adults, including parents, as appropriate. Staff observe pupils to identify their level of achievement, interests and learning styles, detailing what the child enjoys, does and says within nursery and reception. Observations are added to a 'Learning Journey' for each child, with parents receiving an email alert whenever a new observation is added on Tapestry. Observations are also used to shape future planning.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA, September 2021). The purpose of the assessment is to provide a starting point for a measure that will help parents understand how well schools support their pupils to progress between reception and year 6.

At the **end of the reception year**, the statutory EYFS framework requires an assessment to be carried out in order to provide a reliable, valid and accurate assessment of each child's development. It is made up of an assessment of the child's outcomes in relation to 17 early

learning goals (ELG) descriptors. Practitioners use their professional judgement to make these assessments based on their knowledge and understanding of what the child knows, understands and can do.

The main purpose of the assessment is to support transition to KS1 by informing the dialogue between EYFS and year 1 teachers. The EYFS profile is also used to inform parents about their child's development.

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELG's in the prime areas of learning and the specific area of literacy and maths. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.

For further details see our assessment policy.

L. Working with Parents

At Springvale we also recognise that parents are the children's first and most enduring educators and that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- An induction meeting with new parents prior to their child starting school
- Home visits and/or stay and play sessions in the setting
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly and approachable, greeting parents and children at the door
- Maintaining an on-going dialogue
- Meeting with parents of children regularly to discuss progress
- Inviting parents in to share their child's Learning Journal.
- The use of an online learning journal (Tapestry), which parents can access at home
- Sending home letters informing parents of the learning that will be taking place (newsletter) We also inform parents/carers about individual learning (for identified children) via letter or verbal communication.
- Seeking parental views through twitter polls or questionnaires
- Inviting parents in the school to share their specialised skills
- Inviting parents to accompany staff on trips.

Parents and/or carers are kept up to date with their child's progress and development through curriculum information evenings, termly meetings to discuss progress and an end of year report, (with EYFS profile scores at the end of Reception). All these help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

M. Safeguarding and welfare procedures

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

N. Monitoring arrangements

It is the responsibility of the governing body to monitor the effectiveness of this Early Years policy. The governing body does this by appointing a governor responsible for Early Years who works alongside the EYFS Lead to evaluate Early Years provision within the school. The EYFS Governor is currently Mrs L Robinson.