



Coastal Learning PARTNERSHIP

Early Years Foundation Stage (EYFS) policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement
Policy Ratified:	October 2024
Review Date:	October 2027

Additional School Procedure	
Committee:	LGB
Procedure Adopted:	16 th October 2024
Review Date:	October 2027

1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that provides them with the 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 equity 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](#). It should be read alongside the following policies:

- Safeguarding policy and procedures
- Administering medicines policy
- Procedure for dealing with concerns and complaints
- Pupils with SEND
- Admissions Policy

3. Responsibilities

Full Trust Board

- Ensure an appropriate and compliant policy exists and is reviewed on a triennial basis or when statute/guidance changes;
- Ensure that individual schools within the Partnership comply with statutory reporting arrangements in relation to the EYFS.

Local Governing Body

- Hold school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties set out in the statutory framework;
- Establish the appropriate staffing and funding arrangements for pupils within the EYFS;
- Consider the appointment of a link Governor for EYFS where this is identified as a priority for improvement with school specific improvement plan;
- Publish information on the school website that sets arrangements for new starters in EYFS, including the right for parents/carers to access fulltime education from the beginning of the academic year.

Headteacher

- Develop the school specific approach to delivery of the EYFS framework through its chosen curriculum whilst ensuring collaboration with the wider Partnership;
- Provide the LGB with a termly update on the EYFS through the school status report
- Ensure compliance and participation with the Partnership's reporting arrangements in relation to assessment;
- Ensure school representation at Partnership moderation and network events;

- Make arrangements for the induction of pupils at the start of EYFS, including through engagement with families and other EYFS settings;
- Work with the Local Authority to place pupils in accordance with the Admissions code and SEND code.

4. Applying the EYFS framework

Partnership schools are required to comply with all aspects of the framework with a particular focus on the requirements for learning and development and for safeguarding children and promoting their welfare.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences for children in all early years settings;
- The early learning goals that providers must help children work towards;
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding requirements cover the steps that providers must take to keep children safe and promote their welfare. Schools must refer to the Partnership's Safeguarding and Child Protection Policy and Procedures.

Areas of Learning

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

5. Assessment

Within the first 6 weeks that a child starts reception, staff must administer the Reception Baseline Assessment (RBA). Children can only be dis-applied from this assessment in extremely limited circumstances, for example a profound special need that would prevent participation.

Partnership schools must submit a summative assessment at the end of the autumn and spring terms against the seven areas of learning. These assessments should be informed by professional discussion about the development of each child.

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.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other schools, to ensure consistent assessment judgements.

There is no requirement for teachers to gather burdensome evidence to support their judgements, over and above that which a child would ordinarily produce at school.

6. Our chosen approach to curriculum

At Stoborough Primary School we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing all children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen and indoor classroom and learning garden. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Our online learning journey Tapestry promotes the partnership between home and school. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These

ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Characteristics of effective Learning

The Early Years Foundation Stage framework values that children develop through the seven areas of learning and development at different rates. How well they develop can be determined by how successfully they engage with other people, their environment and how self-motivated they are as a learner. This engagement underpins learning and development across all areas and highlights how effective and engaged the child is as a learner.

When planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Four guiding principles shape our practice in our early years setting. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates.

Inclusion

At Stoborough Primary we value all our children as individuals, irrespective of ethnicity, culture, religion, home language, family background, ability or gender. We plan our EYFS curriculum to meet the needs of the individual child, building upon and extending their knowledge, experience and interests. We use resources that reflect and celebrate the cultural and ethnic diversity of the children. We celebrate bilingualism and recognise that the first language has a continuing and significant role in identity, learning and the acquisition of an additional language.

Special Educational Needs

In the EYFS we believe in early intervention and we provide activities and resources to meet the individual needs of children who need additional support or who have particular needs or disabilities. Early identification of Special Needs children is supported through visits to pre-school settings and discussions with parents. Children who are identified with a special educational need are monitored carefully and we work closely with parents, our Special Education Needs Coordinator and any outside agency involved with the child, to formulate an effective strategy to meet these needs.

7. Our chosen approach to working with parents and/or carers

We recognise the importance of working in partnership with our parents at all stages of a child's learning journey. At Stoborough Primary School, we use Tapestry, an online platform, to record a child's experiences, development and learning journey through their early years education. Using photos, videos, and diary entries our staff, along with the child's parents or carers, 'weaves' the story of the child and how they are growing and developing and how best to support their next steps in learning.

We report children's progress against the EYFS profile throughout the year during parent consultations and a final end of year report. This give parents/and or carers a well-rounded picture of their child's knowledge, understanding and abilities.

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 child protection and safeguarding policy
Administering medicines policy	See supporting pupils with medical conditions policy
Procedure for dealing with concerns and complaints	See complaints policy
Pupils with SEND	See SEND policy