



# Parwich Primary School

## Early Years Foundation Stage (EYFS) Policy

Review every two years

### Contents

1. Aims .....	1
2. Legislation .....	1
3. Curriculum .....	1
4. Assessment .....	2
5. Working with parents .....	2
6. Safeguarding and welfare procedures.....	3
7. Monitoring arrangements .....	3

#### 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 \(EYFS\) that applies from November 2024](#).

#### 3. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from November 2024.

The EYFS framework includes seven areas of learning and development that are equally important and interconnected. 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 four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **3.1 Planning**

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 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. To support children with additional needs, we will also provide an inclusive environment using multi-sensory approaches, including information and communication technology (ICT), working with additional adults, managing peer relationships, adult-pupil communication, formative assessment/assessment for learning, motivation, and supporting memory and consolidation.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

### **3.2 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. Assessment**

At Parwich, 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 six weeks that a child **starts reception**, 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 or 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.

## **6. 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 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 child is assigned a key person (the class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The class teacher supports parents and/or carers in guiding their child's development at home. The class teacher also helps families to engage with more specialist support, if appropriate.

## **7. Safeguarding and Welfare Procedures**

We promote good oral health, as well as good health in general. In the early years, the following health objectives are discussed:

- The effects of eating too many sweet things;
- The importance of brushing your teeth.

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

## **8. Monitoring arrangements**

This policy is monitored by the governing body, and will be reviewed every two years or earlier if necessary.