



Early Years Foundation Stage (EYFS) Policy

Stoke Hill Federation

Approved by: Teaching and
Learning
Committee

Last reviewed on: 27.04.23

**Next review due
by:** April 2025



Early Years Foundation Stage (EYFS) Policy for all children in the Nursery and Reception

This EYFS policy aims to ensure:

- Each unique child is offered a broad and balanced curriculum that is interesting , engaging and enables them to develop the wide range of knowledge and skills that provide the right foundation for good future progress through school and life.
- Quality and consistency in provision and practice so that every child makes good progress and no child gets left behind.
- Effective teaching and learning in the Early Years Foundation Stage meets children’s identified needs and interests and helps children to learn and develop in all seven areas of learning and development.
- Children learn at different rates and each child’s development is unique. Therefore, their starting points and progression will differ. Planning for the learning and development of each individual child is prioritised, and what they have learned is assessed and reviewed on a regular basis.
- Partnership working between practitioners and with parents and/or carers is valued.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on the learning and development requirements as stated in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021.

EYFS Areas of Learning & Development

There are seven areas of learning and development that shape educational programmes in the EYFS at Stoke Hill. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support children in the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational Programmes

Educational programmes involve invitations, provocations, activities and experiences for children, as detailed in each of the areas of learning. More detail can be found in the curriculum frameworks for Nursery and Reception.

Learning & Development Considerations

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. Considering the learning environment is essential for enabling the children to revisit, extend and continue their learning both independently and with an adult.

The characteristics of effective teaching and learning:

- **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

We consider the individual needs, interests, and development of each child in our care. We use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Throughout the early years, if a child's progress in any prime area gives us cause for concern, we will discuss this with the child's parents and/or carers and agree how to support their child. We will consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

We believe play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. We encourage children to learn by leading their own play and by taking part in play which is guided by adults.

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 one.

Partnership with parents/carers

Key Person

Each child in the Nursery is assigned a Key Person who will seek to engage and support parents/carers in guiding their child's development at home. The Key Person will foster relationships with their key children and form close attachments to ensure that every child's learning and care is tailored to meet their individual needs.

In reception, we work hard to build a positive relationship with our families through effective communication, a thorough induction and opportunities throughout the year to become engaged in their child's learning.

Assessment

We believe:

- assessment plays an important part in helping us to recognise children's progress, understand their needs and to plan activities and support
- assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork
- parents and/or carers should be kept up-to-date with their child's progress and development through Tapestry, regular face to face discussions and parent meetings. We aim to build a respectful partnership with parents to support children's learning at home and at nursery / school.

Assessment at the start of the reception year

The Reception Baseline Assessment (RBA) is a short assessment that will take place within the first six weeks that a child starts in reception. Alongside other observations and assessments, this provides a snapshot of where the children are when they start school and can provide a starting point to look at progress over time.

Assessment at the end of the reception year

In the final term of the year in which a child turns five we complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- meeting expected levels of development
- not yet reaching expected levels ('emerging')

We will share the results of the profile with parents/carers alongside the annual report.

Safeguarding and welfare requirements

We will promote the good health, including the oral health, of children attending the setting.

The remainder of our safeguarding and welfare requirements are outlined in our whole school/setting safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by Clare Farion (EYFS lead) and Claire McKimm (head of school) every year.

This policy will be shared with the governing board following each review.

Approved by: Teaching & Learning Committee Date: 23/02/23

Next review due by: Spring Term 2025