



Carleton House

Preparatory School

EYFS Policy

DATE OF POLICY:

May 2021

(In accordance with new EYFS framework)

Written By Mrs Kate Hickey and Mrs Danielle Griffies

To be reviewed September 2022



Carleton House Preparatory School

Early Years Foundation Stage Policy

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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
- Close partnership working between practitioners and with 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 2021 EYFS statutory framework.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year.

The EYFS has a suite of policies and procedures. Some are specific to this stage of learning and others relate to the whole school.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

At Carleton House Preparatory School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates and the individual needs of each child are catered for through a cycle of ongoing assessment, planning and monitoring.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Name of EYFS safeguarding designated lead: Sandy Coleman

Name of EYFS Deputy safeguarding lead: Danielle Griffies and Kate Finch

Name of EYFS Paediatric first aiders: Linda Tyrer, Kate Finch, Lesley Devereux, Danielle Griffies

Name of EYFS designated Governor: Mrs Swanson

4. Curriculum

Our early years setting follows the curriculum as outlined in the updated 2021 statutory framework of the EYFS alongside the non-statutory guidance Development Matters

There are seven areas of learning and development that must shape educational programmes in early years settings. 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. These are the prime areas:

- 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

4.1 Planning

Four guiding principles shape our practice in the 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.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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

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

Adult led plans are done on a weekly basis and plan for all members of staff. They are suited to children's current developmental stage and adaptable at all times.

In planning and guiding what children learn, practitioners must 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.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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.

5. Assessment

At Carleton House, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to recognise children's progress, understand their needs, and to plan activities and support. Practitioners also consider observations shared by parents and/or carers.

At the end of Nursery, a report detailing each child's progress is sent home and an opportunity for a parents evening to discuss the report is offered for every 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 ('emerging')

When assessing whether an individual child is at the expected level of development, EYFS practitioners draw on their knowledge of the child and their own expert professional knowledge.

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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 who helps to ensure that their learning and care is tailored to meet their needs.

The class teacher oversees supporting parents and/or carers in guiding their child's development at home. They also help families to engage with more specialist support, if appropriate.

We strive to create and maintain an effective partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice to meet the needs of our children. At times, we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Assessment informs an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, and supports a successful transition to key stage 1.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Kate Finch and Danielle Griffies every year.

At every review, the policy will be shared with the governing board.

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
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy