

Early Years Foundation Stage (EYFS) policy

Ashfield Primary School



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Contents

1. Aims	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum	2
5. Assessment	3
6. Working with parents and carers	3
7. Safeguarding and welfare procedures.....	3
8. Monitoring arrangements.....	4
Appendix 1. List of statutory policies and procedures for the EYFS	4

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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

At Ashfield Primary School we operate as an Early Year's unit. This incorporates a 52 place nursery (26 maximum per session) and a 30 place reception. Our Nursery and Reception are both led by a qualified teacher (QTS).

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 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

4.1 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 3 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.

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

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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

At Ashfield Primary School we are lucky to have a vast expanse of outdoor space. We aim to provide the children with the opportunity to be outside whatever the weather, incorporating the natural environment into the children's learning.

We teach children to read and write using the Read Write Inc scheme. Set 1 sounds are taught in the Autumn 1 half term, after which, children are assessed and taught according to their phonics level and understanding. Children are assessed on a regular basis to ensure they are being taught at the correct level for their understanding and ability.

Reception follow the White Rose Maths scheme which feeds into KS1 maths when they enter Year 1.

When children start in our Nursery we incorporate pre writing marks and develop listening and repeating skills as well as simple sorting and counting activities.

As children grow older, and as their development allows, the balance gradually shifts in Reception towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Ashfield Primary School, ongoing assessment is an integral part of 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 6 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
- 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 and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We have an open door policy and encourage parents to communicate their child's needs to us.

Parents and/or carers are kept up to date with their child's progress and development through face to face catch ups before and after school, the Tapestry learning journal and parent consolation meetings.

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.

We offer parent/carer Stay and Read afternoon sessions every term where parents and carers can visit the EY setting and enjoy a book with their child, finishing off with a story from the class teacher.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person 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 by talking to children about:

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

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe. As part of our 'People who help us' topic, we are visited by a local dentist.

We discuss and explore ways of keeping healthy through healthy eating and exercise throughout the year, observing the effect exercise has on our bodies during PE sessions.

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

8. Monitoring arrangements

This policy was approved by the governing board of Ashfield Primary School 22/11/2023

Review date Autumn 2026

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	<i>See APS Safeguarding and Child Protection Policy</i>
Procedure for responding to illness	<i>See Managing medication and Medical conditions policy</i>
Administering medicines policy	<i>See Managing medication and Medical conditions policy</i>
Emergency evacuation procedure	<i>See Critical Incident Policy Fire Safety Management Plan</i>
Procedure for checking the identity of visitors	<i>See Visitor Policy</i>
Procedures for a parent failing to collect a child and for missing children	<i>See Attendance Policy</i>
Procedure for dealing with concerns and complaints	<i>See Complaints policy</i>