



The Greville Primary School

Early Years Foundation Stage Policy

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Governors' Committee Responsible	Learning & Teaching
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Contents

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

1. Aims

At The Greville Primary School, we believe that a child's early education is vitally important, providing the basis for all future learning. We strive to ensure that all of our children are safe, happy and nurtured in order to become lifelong learners. 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
- To build a positive attitude to learning through relevant experiences and a positive environment, which supports the Early Learning Goals and EYFS curriculum.

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

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.” Development Matters Framework 2017 has been updated 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception year and sets the standards that all early years providers must meet to ensure children learn, develop and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At the Greville Primary school the Early Years Foundation stage consists of 2 reception classes with an intake of 60 children. There are 2 class teachers and provision for a teaching assistant in each class. We follow the guidance set out in the Early Years Framework and seek to provide:

- A high quality and bespoke curriculum which provides inclusion for every child
- An enabling environment which allows children to make rapid progress from their starting points
- Staff who are knowledgeable of children and how they learn
- Effective partnerships with families

4. Curriculum

Our early years setting follows the curriculum as outlined in the [2021 statutory framework](#) of the EYFS.

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

Effective practice in the EYFS is built on four guiding principles. These provide a context for the requirements and describe how practitioners should support the development, learning and care of young children. The themes are each broken down into four commitments describing how the principles can be put into practice.

4.1 A Unique child

In the Foundation Stage, 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 and at varying rates. We use praise and encouragement, as well as the celebration of 'Wow moments' and 'class bear weekend news' to encourage children to develop a positive attitude to learning. We give our children every opportunity to achieve their best.

4.2 Enabling Environments

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners are expected to focus strongly on the prime areas and promote learning both inside the classroom and within the outside area. At The Greville, we have a strong focus on promoting oral language skills across EYFS. This is achieved primarily through adult-modelled talk. We prioritise active conversation during provision time and plan key vocabulary on a weekly basis related to our learning.

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, practitioners reflect on the different ways that children learn and include these in their practice.

4.3 Learning and Development

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. Daily story time, weekly writing tasks, home learning, reading books to match their phonic ability, progression over the year

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

We have provision for the children to take part in forest school activities which are led by a trained member of staff. The school has adopted the Read, Write, Inc approach to teaching and learning of phonics. Children take part in four discrete sessions of reading each week to develop and build their reading, fluency and writing.

4.4 Positive Relationships

In the Foundation Stage, we aim to develop caring, respectful relationships with the children and their families. Reception staff plan a considered transition including nursery and pre-school visits, a stay and play session to explore the new environment and time to visit individually with teachers in the new classrooms. There are regular opportunities for parents to talk to staff about their child's learning journey and regular updates are posted through SeeSaw.

5. Characteristics of Effective Learning

The characteristics of effective learning, which move through all areas of learning are:

- **Playing and exploring** – Finding out and exploring the learning environment, playing with what they know and being willing to 'have a go'
- **Active learning** – Being involved and concentrating, developing resilience, enjoying their achievements

Creating and thinking critically – having their own ideas, making links with the world around them, choosing ways to do things.

These characteristics of learning underpin teaching and learning in the EYFS and form part of the skills and attributes that children need to acquire by the end of their learning journey in the Foundation Stage.

6. Assessment

At The Greville Primary School, 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. Practitioners also take into account observations shared by parents and/or carers.

Within our children's first few weeks of school, they will take part in the Reception Base Line which is a government assessment which will track each child's progress from Reception to Year 6. Parents will not be informed of the results but teachers will record the data as a result.

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 then shared with parents and/or carers at the end of the academic year within the children's end of year report.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools to ensure consistent judgements. EYFS profile data is submitted to the local authority.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. At The Greville, we hold a new to EYFS meeting for the parents to deliver information needed before the children start in September and allow parents the opportunity to sign up for a classroom visit. We also hold 'stay and play' afternoons where the children are invited in to school prior to starting to meet new friends, explore their environment and meet their teachers.

Throughout the year, we hold events where we invite parents to come in and engage with their children and their learning.

Parents and/or carers are kept up to date with their child's progress and development through meet the teacher evenings, parents' evenings and access to photos of their child's learning through the app See Saw. At the end of the year, the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher helps to ensure that their learning and care is tailored to meet the children's needs. The class teacher and Reception staff support parents and/or carers in guiding their child's development at home. The class teacher, with support from the SENDCo, also helps families to engage with more specialist support, if appropriate.

8. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general by talking to the children about healthy habits such as eating a balanced diet and the importance of brushing our teeth. We follow the JIGSAW PSHE programme to support this aspect of the curriculum.

Our school takes its child protection responsibilities very seriously and follows the safeguarding and welfare requirements that cover the steps that providers must take to keep children safe and promote their welfare. We ensure that children taught in Reception are able to learn and develop and are kept safe and healthy, so that they are ready for school by providing a safe, secure learning environment that safeguards and promotes their welfare, and takes appropriate action where there are child protection concerns. We follow the school child protection procedures as outlined in our safeguarding policy.

9. Monitoring arrangements

This policy will be reviewed and approved by Learning and Teaching Governors every three years.

At every review, the policy will be shared with the governing body

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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 pupil's health and administration of medicines policy
Emergency evacuation procedure	See School Emergency Plan
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

Review Schedule

Committee/Date	FGB Approval	Reviewed/Updated
Learning & Teaching 6.6.23		Updated