



Thythorn Field
Primary School

EYFS Policy

Adopted By School: March 2025
Review Date: March 2028
Governor Signature:

A handwritten signature in black ink, appearing to read 'D. J. Ryan', is written over a horizontal line.

THYTHORN FIELD PRIMARY SCHOOL

EYFS POLICY

Introduction

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the Early Years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’

(Early Years Foundation Stage Profile)

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 and to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.
- 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
- Children have ownership over their learning and can share their learning with others.

Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

Structure of the EYFS

There is one class in The Foundation Stage at Thythorn Field. Children join the school in the September following their fourth birthday. Children join from many different preschool settings. Currently there are 3 full-time staff: the teacher, the nursery nurse and a teaching assistant who works 1:1 to support a child with an EHCP.

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. We encourage choice and decision making, to develop independence and self-confidence.

To do this, practitioners focus strongly on the 3 prime areas, as well as Literacy and Mathematics. Half-termly topics are designed to develop Understanding of the World and Expressive arts and design, creating an approach to medium term planning which is cohesive with the rest of the school.

Staff also consider 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. Children are encouraged to select what they need to learn and develop. The curriculum is taught through guided tasks and purposeful planned continuous provision. All children at Thythorn Field School are treated fairly, regardless of race, gender, religion or ability. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Opportunity for differentiation is provided throughout the classroom, and children are encouraged to challenge themselves.

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. We also take into consideration The Characteristics of Effective Learning, as set out in the Early Years Foundation Stage Curriculum, to build upon how each child learns and explores, and how each one develops their unique ways of learning.

Children's previous life experiences have a huge impact on their learning and so this is taken into consideration when planning learning for the class. We believe that it is important for children to share their experiences and what makes them unique to grow a develop self-esteem. The other children's British Values are, in turn, strengthened by the fact that they are learning about differences and similarities between different people.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, planned purposeful continuous provision and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The learning environment includes both indoor and outdoor activities.

There are 4 structured sessions throughout the day. This will always include phonics, maths and reading and modelled writing. The rest of the curriculum is taught through the continuous provision. Each child will read individually with an adult and complete a number of guided tasks throughout the week.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led and larger-group activities to help children prepare for more formal learning, ready for Year 1. Transition is planned closely with the Year 1 teacher and Continuous Provision is continued into Year 1.

Assessment

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 consider observations shared by parents and/or carers. These observations are recorded using Tapestry, an online learning journey, which is updated by various members of staff.

Each child is assessed on entry to school – known as the Baseline Assessment. The government Reception Baseline Assessment focusses on Literacy, Communication and Language and Mathematics. Considering this, the teacher conducts assessments in the other 4 Areas of Learning (Personal, Social, Emotional Development; Physical Development; Understanding the World and Expressive Arts and Design.) These findings are inputted into Insight which, along with the observations, creates a concise picture of each child on entry at school. Progress is then continually tracked on Insight with data being collated and analysed each term, in line with the rest of the school's assessment calendar. Interventions and support are put in place as soon as required and updated whenever necessary to include other children.

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')

As per the new 2021 framework, we no longer assess children to be Exceeding age-related expectations.

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.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Prior to joining the school, parents/carers are offered the opportunity to visit the school and have a discussion with the Foundation Stage Leader. Once school placements have been released in April, parents/carers are contacted and invited to attend a Transition Stay and Play. In addition, most children are visited in the preschool settings.

There are 3 informal "stay and play" afternoons during the year prior to Entry (Christmas, Easter and Summer). The summer session is designed to provide the children with an experience of what it will be like to attend our school and aims to aid transition. During these afternoons, staff start to form working relationships with the children and the parents/carers.

Parents/carers are given a Handbook, which details practical arrangements, and suggestions about preparing their children for school. They are also provided with a uniform list, Tapestry information and information about the staff working in EYFS.

Once the children have started at school, we support a warm and friendly relationship with parents/carers, and parents/carers are encouraged to come into the setting in the mornings until their child feels comfortable to do this by themselves. The staff are always available to talk to parents before and after school if necessary.

The Foundation Stage Leader regularly records videos and shares them with parents/carers via Tapestry. These videos include suggested activities which the parents can replicate at home and information about weekly phonics teaching. We also share links to helpful and educational websites. Parents/carers are provided with an up-to-date view on their child's learning through access to Tapestry and are encouraged to add observations themselves. A weekly newsletter is uploaded to Tapestry outlining the learning of the week and future learning. Parents/carers are invited in for Maths and Reading mornings, alongside the rest of the school.

Parents and/or carers are kept up to date with their child's progress and development through termly updates and Parents Evenings and Snapshots in the Autumn and Spring Terms. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of The Foundation Stage.

Safeguarding and welfare procedures

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

Monitoring arrangements

This policy will be reviewed and approved by The Head Teacher and Governors every three years, or as necessary.

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 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 |