



# Farncombe CofE Infant School

## Early Years Foundation Stage (EYFS) Policy

*'Let All You Do Be Done In Love'*

This policy was last reviewed: Spring 2024

This policy will be reviewed next: Spring 2025

Review frequency: Annually

Approved by: Governing Body

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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
- 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**

The EYFS describes the time in a child's life between birth and the age of 5. At Farncombe Infant School we cover the final year of the EYFS with our Reception children in Sycamore and Beech classes. From September 2024, there will be one Reception Class, as our PAN will reduce to 30.

## **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. 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

### **4.1 Planning**

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

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 of the 7 areas of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, helping children develop confidence and build relationships with others. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking, in activities that take place both indoors and outdoors (including use of the Forest School area). Staff respond to each child's emerging needs and interests, tailoring activities to suit these and guiding the child's development through warm, positive interaction. The recent investment in the EYFS outdoor area and SDP focus on the reformed curriculum has enhanced this provision.

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.

Children are taught phonics using the 'Little Wandle' scheme, which provides a consistent and highly effective approach, with daily learning of new sounds, regular targeted group reading practice sessions linked to the sounds learnt and books carefully matched to a child's current reading level. Maths teaching throughout the school follows the 'White Rose' scheme.

## 5. Assessment

At Farncombe Infant 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. 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). Ideally this is completed during the induction visits in September, when children come into school in groups of ten.

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**

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

Parents and/or carers are kept up to date regularly with their child's progress and development through the online platform Tapestry, which enables them to view and comment on observations of their child made by teachers. Parents and/or carers are also encouraged to upload photos to Tapestry and share details of their child's activities and achievements at home, in order to help teachers shape the teaching and learning experience for their child. Children will have a 'learning journey' book, which contains pieces of their work on topics and other areas of learning. Parents and/or carers can approach teachers with any questions or concerns at the end of the school day, and times can be arranged for private discussions when needed.

At the start of the Reception year parents and/or carers are invited to attend a 'welcome morning', in which the EYFS teachers outline the Early Years Foundation Stage framework, and explain in more detail the children's typical daily school routine. Parent-Teacher meetings take place during the second half of the Autumn and Spring terms and reports for children in Reception are sent home in early Summer.

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 their year in Reception.

Each child is assigned a key person (their classroom teacher) 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 through Jigsaw PSHE and guidance in assemblies.

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the EYFS link governor, Jennifer Snapes, 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