



Rusthall St Paul's CE Primary EYFS Policy

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Chair of Governors: Ruth Hinckley and Simon Griffiths

Signed:

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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 framework, updated September 2023.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS framework from September 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf)

3. Structure of the EYFS

EYFS consists of one Reception class which is mixed age class with Year 1. There is currently capacity for 15 pupils in Reception. The team consists of two teachers who job share and 3 Teaching Assistants, 2 full time and 1 part time.

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

There is also a strong focus on the Characteristics of Effective Learning (CoEL) which is based around how the children learn rather than what they learn. Through planning and guiding children's activities, staff are reflective on the different ways that children learn.

The three CoEL identified by the EYFS 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

4.1 Planning

The teacher plans activities and experiences for children that enable children to develop and learn effectively. The adults work with all the children in turn to ensure all children have adult support and input. The children are actively involved in the planning of their own learning and the class experiences through provocations.

The teacher also takes 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 during the 'Inspired Play' sessions. 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.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Through Inspired Play, the teachers 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.

4.2.1 Supervisions

In line with the statutory framework, all staff within the EYFS setting will receive three compulsory supervisions each year, with the offer of three additional ones if required. These are aimed at fostering a culture of mutual support, teamwork and staff development through coaching and mentoring. Within these supervisions, staff also discuss children's development and wellbeing.

5. Assessment

In Rusthall, ongoing assessment is an integral part of the learning and development processes. Teachers observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Teachers also take into account observations shared by parents and/or carers. Tapestry is used as the tool for gathering observations and sharing them with parents/carers. This also allows for parents/ carers to share their child's home learning and experiences.

At the start of their time in Reception class, children complete an online baseline assessment.

At the end of the EYFS, staff complete the EYFS profile for each child. CoEL are reported on for each child and pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (expected)
- 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.

Within school we track our Greater Depth/ Exceeding children, although we cannot report this nationally.

6. Behaviour

Our EYFS setting follows the whole school behavior policy, with a few age appropriate adjustments.

- The handling of a particular type of behaviour will depend on the child's age, level of development and circumstances surrounding the behaviour.
- Parents will be informed if their child's behaviour is unkind to others.
- All cases of inappropriate behaviour will be dealt with in the class at the time and confidential records will be kept and communicated with parents to read and sign concerning their child.
- In the event where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. A risk assessment will be completed, identifying any potential triggers or warning signs ensuring other children and staff safety at all times. In these instances it may be that the child is removed from that area until they have calmed down and/or physical interventions are needed (refer to whole school behaviour policy)

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.

Parents and/or carers are kept up to date with their child's progress and development. The use of Tapestry, an online profile and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Through Inspired Play sessions, each child gets focused observations throughout the year. These can be called ‘wow’ moments, where a child has demonstrated some good learning, or more focused observations, where an adult has supported the learning and progress.

8. Homework

Children in the EYFS will not be given formal homework to complete until the Spring term.

However, we do expect the children to share books on a regular basis.

Within our Reception classes, the children will also be set a ‘take home task’, which is based around their learning in class.

From the beginning of the school year, Reception children will bring home a weekly reading book to support their early reading development and phonic awareness.

9. Safeguarding and welfare procedures

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

10. Monitoring arrangements

This policy will be reviewed and approved by The Executive Headteacher and Head of School every year.

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 to 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 needs 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 procedure policy