



**CARTERTON PRIMARY SCHOOL**

**Early Years Foundation Stage Policy**

Approved by LGB: 13<sup>th</sup> May 2024

Review Date: May 2027

## Aims

This policy is based on requirements set out in the [Statutory Framework for the Early Years foundation stage \(effective: January 2024\)](#) and 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

## 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

## Teaching and Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. These will either be adult focused, adult initiated or child initiated activities.

Staff also take into account the individual needs, interests, and stage of development of each child and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need will work with the SENCo to ensure the right support is given and to decide whether external advice is needed (See SEND policy).

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

Each area of learning and development is implemented through planned, purposeful play and staff 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.

## **Assessment**

At Carterton Primary School ongoing assessment is an integral part of the learning and development processes. Statutory Baseline Assessments are carried out within the first 6 weeks of a child starting school in Reception. Throughout the year staff observe pupils to identify their level of achievement, interests and learning skills. These observations along with informal assessments are used to shape future planning and creating next steps for children. Practitioners also take into account observations shared by parents and/or carers.

Parent evenings take place in the Autumn and Spring terms. In the Summer term at the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 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.

## **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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person. Their role is to ensure that every child's care is tailored to meet their individual needs, to help them become familiar with their setting and offer a settled relationship with the child and to form relationships with parents/carers.

## **Safeguarding and Welfare Procedures**

Our safeguarding and welfare procedures are outlined in the school's safeguarding and child protection policy.

The MUST audit from Oxfordshire County Council is completed yearly to ensure all areas are covered and any that need actioning form part of the school improvement plan.

## 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	These policies can be found on the school website.
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See managing illness guide.
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