



Priory School

Early Years Foundation Stage (EYFS) Policy

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Signed: _____

Date:

Roy Barrett - Chair of Governors

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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 statutory framework for the Early Years Foundation Stage (EYFS).

3. STRUCTURE OF EYFS

3.1 Nursery:

The majority of children attend the nursery for 15 hours per week, either 3 hours daily for the morning session or 3 hours daily for the afternoon session. A number of our pupils are entitled to 30 hours provision per week and attend both the morning and afternoon sessions each day.

3.2 Reception:

At Priory School we have three Reception classes. Pupils attend full time.

4. CURRICULUM

4.1 Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

4.2 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.

4.3 The prime areas are:

- Communication and language

- Physical development
- Personal, social and emotional development

4.4 The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.5 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. We use the development statements in Development Matters (DfE 2012) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for Characteristics of effective learning to be demonstrated and embedded.

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.

4.6 Teaching

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.

Practitioners make full use of the outdoor areas and appropriate resources in the Nursery and Reception environments are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child initiated learning

5. ASSESSMENT

5.1 At Priory School, ongoing assessment is an integral part of the learning and development process. 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.

5.2 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')

5.3 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.

5.4 We ensure our end of EYFS assessments are reliable through:

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across EYFS team
- moderation with Year 1 teachers

6. WORKING WITH PARENTS

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

6.2 Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting and receive a written report on their child's achievements at the end of each year. More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

6.3 Each Nursery child is assigned a key person 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. MONITORING AND REVIEW

The governing board is responsible for reviewing this policy every three years. The next scheduled review of this policy is September 2024.

The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the headteacher immediately. Any changes to this policy will be communicated to all relevant stakeholders.

