



# Carlton VC C of E Primary School

## Early Years Foundation Stage (EYFS) Policy

**Approved by:** Mrs J Bevis and school Governors **Date:** September 2023

**Written by:** Mrs. C Williams **Date:** August 2023

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## 1. Aims

This policy aims to ensure:

- ◆ The highest quality care and education for all our Children, with a strong foundation for future learning.
- ◆ 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

At Carlton Primary School, we aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill-based activities, both planned and child initiated. We strive to meet every child's entitlement to develop their innate love of learning and equip them with the knowledge and cultural capital they need to succeed in life.

*"Every child deserves the best possible start in life and the support that enables them to fulfil their potential."*

Early Years Foundation Stage (EYFS) Statutory Framework

## 2. Legislation

This policy is based on requirements set out in the **Early years foundation stage (EYFS) statutory framework** (updated 12 July 2023)

With reference to: The learning and development requirements are given legal force by an Order<sup>2</sup> made under section 39(1)(a) of the Childcare Act 2006 • The safeguarding and welfare requirements are given legal force by Regulations<sup>3</sup> made under section 39(1)(b) of the Childcare Act 2006

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### 3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Carlton Primary School our EYFS Unit (Squirrels) accepts children from Two years old until they are ready to move onto Year One at the end of the Foundation Stage

### 4. Curriculum

Our early years Unit primarily uses the 2021 Birth to 5 Matters Non statutory Guidance for the EYFS and also incorporates elements of Development matters 2021 as appropriate. Our curriculum is individualised and child led Ensuring that each child's learning experiences are focused on ensuring that that child makes their next steps and reaches their full potential.

We also reference the seven key features of Effective Practice (Development Matters)

- ◆ The best for every child
- ◆ High-quality care
- ◆ The curriculum: what we want children to learn
- ◆ Pedagogy: helping children to learn
- ◆ Assessment: checking what children have learnt
- ◆ Self-regulation and executive function
- ◆ Partnership with parents

The Characteristics of Effective Learning underpin learning and development across all areas and support the child to remain an effective and motivated learner.

- ◆ Playing and Exploring-engagement
- ◆ Active Learning-motivation
- ◆ Creating and Thinking Critically-thinking.

The Birth to 5 Matters Document has 7 areas of learning and development that are inter-connected. The 3 prime areas describe universal core aspects of early child development

The prime areas are:

- ◆ Communication and language
- ◆ Physical development
- ◆ Personal, social and emotional development

These Prime areas are particularly crucial in the first three years of a child's life but remain centrally important for children's development and learning through EYFS and beyond.

*"Specific areas of learning and development provide children with knowledge and skills to flourish in society."*  
Birth to 5 Matters

The 4 "Specific areas of learning and development provide children with knowledge and skills to flourish in society." Birth to 5 Matters

They are:

- ◆ Literacy
- ◆ Mathematics
- ◆ Understanding the world

- ◆ Expressive arts and design

## 4.1 Planning

Good practice in relation to curriculum planning for the EYFS include approaches that are:

- ◆ Tailored to individual needs
- ◆ Capitalize on children's interests in order to achieve learning outcomes
- ◆ Flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events.
- ◆ Informed by on-going assessment;
- ◆ Grounded in the Birth to 5 Matters Curriculum Guidance.

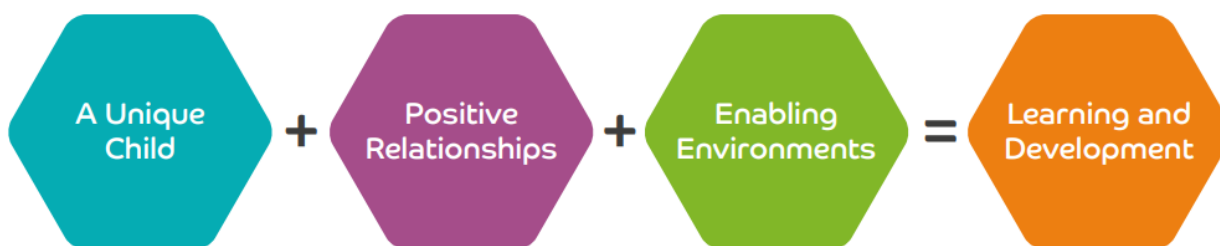
At Carlton Primary School learning in EYFS consists of a mixture of those activities planned by the supporting adults and through activities chosen by the children themselves with purposeful, appropriate intervention by practitioners to engage and challenge children where appropriate. Activities will allow time for sustained concentration and deep levels of engagement. They will allow for the fact that every aspect of learning for young children – personal, social, emotional, physical and intellectual – are inter-related and inter-dependent and this will be reflected in planning.

Planned activities and experiences are relevant, enjoyable, motivating, imaginative, challenging and ensure each child feels included. Effective use of unexpected and unforeseen opportunities are made as they arise through planning in the moment.

Each child is assigned a key worker. The key worker builds a close relationship with the child to assess and plan for their next steps. They focus on the child's 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.

## 4.2 Teaching

At Carlton Primary School the four themes of the EYFS underpin all we do. 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 and stimulating their interests.



**Unique child** – every child is unique and is continually learning, resilient and capable, confident and self-assured. At Carlton School we understand and observe each child's development and learning, assess progress and plan for the child's next steps. We value each child individually and celebrate everyone's personal achievements, news and special occasions. Practitioners encourage discussion about family, friends and the things that they have experienced. This enables children to develop a positive sense of their own identity and develop their cultural capital.

**Positive Relationships** – Children learn to be strong, secure and independent through positive relationships. Our relationships with children are warm and loving, and foster a sense of belonging. We are; sensitive and responsive to the child's needs, feelings and interests, and are supportive of the child's own efforts and

independence. At Carlton Primary School practitioners work with children on both focused activities and to enhance continuous provision through careful intervention to guide children on their path to deeper understanding. Practitioners are positive, patient and supportive using language to scaffold their learning, development and independence.

**Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers. Our environment supports children to be fully engaged in purposeful play of their own choice and interest as well as being confident to participate with adult focused activities when required.

The Indoor Environment This is the ideal place for children to be calm and quiet, pursuing activities which require small equipment and using resources that will not survive the outdoor elements. Our classroom is organised in zones with clearly defined areas of Continuous provision. This is designed to allow and encourage the children to extend and deepen their understanding. In all areas, the resources are available, clearly labeled and accessible to the children at all times which facilitates independence, curiosity and hands on play-based learning. Continuous Provision enables children to explore recent learning, practice skills and follow their own interests.

The Outdoor Environment As with the indoor area, the outdoor area allows for learning in all areas of development, but the two environments do not precisely mirror each other. The outdoor area is the ideal place for louder bigger activities e.g. music, dance, climbing building, digging. The outdoor environment is again set up in zones with clearly defined areas of continuous provision. The readily available resources which encourage exploration and deep levels of involvement. While providing the opportunity for louder more physical play the outdoor area also provides unique opportunities to explore nature, the seasons and weather which simply are not an option indoors.

**Learning and Development** - Children develop and learn in different ways. Through embedding *The unique child*, *Positive Relationships* and *Enabling Environments*, into our practice, Practitioners at Carlton Primary school foster the characteristics of effective early learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

We teach children by ensuring challenging and purposeful opportunities, both child initiated and adult led, across the prime and specific areas of learning and development. At specific times during the day the children will take part in teacher led activities these will take the form of both whole class carpet lessons and group or individual work. Our teacher led sessions are carefully planned and tailored for the children in the class using ongoing assessments of the children's knowledge, skills and ability. These sessions are continuously adapted in order to ensure that they are relevant and challenging for every child.

## 5. Assessment

At Carlton Primary 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 teaching.

We use the birth to 5 matters document to identify each child's development range this then leads directly into the child's next steps. We use an online communication and journal platform called class Dojo. This enables us to capture some of the children's learning experiences through photographs, videos and notes and easily share this with family. It also allows for family to share, learning that takes place at home, with school. We also encourage the children, as their ability grows, to use Dojo themselves for both reviewing their own learning journals and making their own observations. Using the school ipads, they are able to take their own videos and photographs of work they are proud of and make notes about them too. In this way we develop children's awareness of the learning process, encourage them to talk about their thinking, developing early metacognition, and to involve them in their own self-assessment. In this way we are able to gain a broader picture of each child's development which informs our assessments against the Birth to 5 statements then ultimately the Early Learning Goals and the Characteristics of Effective Learning.

## Statutory Assessment

When children are two we complete the 2 year progress check.

The progress check at two helps to: a) build partnership with parents to support the child's development together, b) focus adult attention on listening to the child and working together. c) identify, early, if children might need additional support as they grow and develop.

*"Children develop rapidly between the ages of two and three – practitioners need to be quick to support and identify help where it is needed"*

Progress check at age two | Non-statutory guidance for the early years foundation stage

As children join Reception we complete the Reception Baseline Assessment (RBA) This is completed within the first 6 weeks of the child joining reception. The RBA has been statutory in schools since September 2021. It assesses a starting point in Language, communication and Literacy and Mathematics. It is a short task-based assessment completed with the teacher on a 1 to 1 basis and is recorded directly on a computer or laptop. It is not used to track children. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure.

At the end of the EYFS, staff complete the EYFS profile for each child. The national expectation is for children to achieve a 'Good Level of Development' (GLD). At the end of EYFS GLD is when a child achieves 'expected; within all strands within the prime areas of learning as well as all strands within Literacy and Maths'.

However, every child is unique. Some will exceed this expectation, while others may still be working towards it. Our aim is for all children to progress to their full potential (and at least make good progress from their relative starting points).

Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels ('emerging')
- Meeting expected levels of development (Expected)

The results of the profile are then shared with parents and/or carers.

## 6. Working with parents

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

At Carlton Primary School we recognize the huge importance of establishing effective relationships with parents/carers in ensuring that children achieve their full potential. Parents and carers are their children's first and most enduring educators, and we value the contribution they make.

Parents and/or carers are kept up to date with their child's progress and development. The 2 year 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.

Each child is assigned a key person who helps works directly with the child and parents building close professional relationships. The key person will assess and plan the child's next steps and communicate with the parents, working together to help them achieve their next steps.

Parents/carers are always welcome at Carlton Primary School. We operate an open-door policy and provide a variety of opportunities for working together: Monday morning reading stay and play sessions, home visits, Phonics Workshops, Reading Workshops, Curriculum Evenings, Open days, Decorate the Christmas tree afternoon, Work sharing afternoons, enrichment activity afternoons, parent teacher consultation meetings and staff just being available at the beginning and end of every day. We also use Class Dojo as a method of communicating and sharing the children's learning both at school and at home.

All staff, involved in our EYFS team, aim to develop good relationships with all of the children, interacting positively with them and taking time to listen to them. While each child is assigned a key person, who builds an especially close relationship with that child, all staff work together to ensure that each child's learning and care is tailored to meet their individual needs; supporting children in school and being available to parents and/or carers to discuss successes and struggles.

## **7. Safeguarding and welfare procedures**

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Caroline Williams, EYFS Lead, and Jo Bevis every 3 years.

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