

Early Years Foundation Stage (EYFS) Policy

Approved by: Chair of Governors Silas Jones		Date: November 2022
Headteacher: Chris Toner		
Last reviewed on:	November 2022	
Next review due by:	November 2024	

Aim

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

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#)

Structure of the EYFS

Pupils transition to Hollywater at the start of the year and complete a two-week transition period that starts with half days and then builds up to full days by the end of the two weeks.

The Early Years class currently consists of Year R and Year 1 pupils. Early Years has its own outside learning environment that pupils are able to access throughout the day.

Curriculum

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Hollywater School we ensure that within the EYFS :

- every child is seen as a unique child, who is constantly learning and is provided with opportunities in which they can be resilient, capable, confident and self-assured
- children learn to be strong and independent through the development of positive relationships
- children develop and learn at different rates and a range of learning opportunities are provided, alongside support from adults, that ensure that they are able to build on their existing skills and knowledge and develop their learning over time
- children learn through playing and exploring, being active, and through creative and critical thinking (characteristics of effective learning) which takes place in both the indoors and outside learning environments

Our Early Years setting follows the curriculum as outlined in the latest version of the 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

Planning

At Hollywater the seven areas of learning and development are incorporated into a topic based EYFS framework that is reviewed regularly to ensure that it reflects the interests of the learners and provides pupils with the opportunity to learn new skills and transfer skills within the school community and beyond.

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff take into account the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience. Staff liaise with outside agencies to ensure that information is shared with all involved.

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

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through positive interactions.

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 the transition to year 1. Some pupils may not be ready at this stage and discussions with parents are had about next steps in regards to their child's education.

Assessment

At Hollywater School assessment plays an important part in helping both staff and parents recognise children's progress, understand their needs, and to plan activities and support. Regular ongoing assessments take place throughout the year using the online assessment system – Evidence for Learning. This system enables staff to capture photos and videos that highlight pupils interests, skills, knowledge and understanding. Opportunities to share and celebrate the pupils achievements in school with parents take place on a daily, weekly, termly and end of year basis. Parents are also able to share achievements at home with school using the online system, hence promoting two-way communication between home and school.

Prior information about pupils, from previous Nursery settings, are shared with all staff in Early Years towards the end of the Summer term. Within the first 6 weeks that a child starts reception, the Deputy Head will administer the Reception Baseline Assessment (RBA). The class teacher will also baseline the pupils and set targets using expected outcomes.

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.

All evidence and observations are moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other special schools / LA, to ensure consistent assessment judgements.

EYFS profile data is submitted to the Local Authority.

EHCP targets are set for each pupil at the beginning of the year. These targets focus on the key areas of cognition and learning, communication and interaction, social and emotional well-being, sensory and/or physical needs, health needs and personal development. Evidence and observations support the progress made towards these targets.

A six month review takes place alongside parents and/or carers. This provides parents/carers with the opportunity to discuss the progress their child is making and to discuss the next steps in their learning and development.

[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 / carers are kept up to date with their child's progress and development. Observations and evidence shared with parents throughout the year provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

[Safeguarding and welfare procedures](#)

We promote good oral health, as well as good health in general in the Early Years. Discussions are had with parents / carers if there are any concerns raised or families need additional support in any of the key areas. Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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 and Managing Medicines in Schools policy
Emergency evacuation procedure	See Health and Safety policy and school Emergency Evacuation plan
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

Monitoring arrangements

This policy will be reviewed bi-annually. At every review, the policy will be shared with the governing board.