

# Early Years Foundation Stage (EYFS) Policy



## Harwich Community Primary School and Nursery

Approved by:	Emma Mann	Date: March 2021
Link Governor:	Kelly Warner	
Last reviewed on:	New Policy	
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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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

We are expecting a new curriculum and baseline assessment in September 2021 and therefore updated guidance and legislation will follow and replace the above.

## 3. Structure of the EYFS

At Harwich Community Primary School and Nursery our Early Years Foundation Stage unit caters for children from 3 to 5 years old across a Nursery and a Reception Class.

Children can start attending Nursery from the term after they are 3 where they can access a morning, afternoon or full day sessions. 15 hour funding is available to access if you are eligible and meet the criteria outlined by the Government. This funding can be used for morning and/or afternoon sessions. Additional charges will apply if a child attends any additional sessions outside of the 15 hours, for the lunch hour between sessions and also consumable costs such as snack for each session they attend.

The local authority, Essex County Council, assign school places and therefore allocate our Reception class spaces. For further details of our school's admissions criteria and procedures please refer to our Admission's Policy. Applications need to be made directly to the local authority who have the details and deadlines of this process on the school admissions section of their website.

At Harwich Community Primary School and Nursery we arrange a phased entry into starting our setting to ensure a positive experience and a smooth transition into our school. We also plan transition activities joining each stage of EYFS as well as moving into Year 1.

## 4. Curriculum

At Harwich Community Primary School and Nursery we follow the curriculum as outlined in the 2017 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

Each of these 7 areas of learning are split into further more specific sub-sections as outlined in the statutory framework and total 17 Early Learning Goals (ELG) which the children are expected to achieve by the end of the Reception Year. In addition to these areas of learning we also develop the children's Characteristics of Effective Learning (COEL) and reflect this in our teaching and learning.

The characteristics of effective learning are:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

#### **4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

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.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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. Alongside this during the Summer Term we begin to introduce elements of Year 1 expectations and routines to help support transition.

## 5. Assessment

At Harwich Community Primary School and Nursery, 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 planning. Practitioners also take into account observations shared by parents and/or carers.

A baseline assessment is completed for each child when they join our EYFS unit at Harwich Community Primary School and Nursery, this teacher assessment is to inform the individual child's starting points from which we can then track their progress and identify how best to support them. We are expecting a statutory baseline assessment for children starting in Reception outlined by the Government from September 2021. We will follow all guidance and statutory framework associate with this once it is published.

Tapestry is the secure online learning journal we use at Harwich Community Primary School and Nursery to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of each child's experiences during their time with us. This along with our knowledge of the child is used to inform half termly assessments which we use to track the progress each child is making.

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:

- **Expected** - meeting expected levels of development
- **Exceeding** - exceeding expected levels or,
- **Emerging** - Not yet reaching expected levels

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.

## 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. All children within the EYFS at Harwich Community Primary School and Nursery will be assigned a key worker who will work with the child, guide their development and liaise with their family.

Parents and/or carers are kept up to date with their child's progress and development by accessing their learning journal on Tapestry. We encourage the parents and/or carers to contribute to this from home also and share their child's progress and achievements with us. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We also have a number of key systems in place for further communication including:

- Class Dojo - School Communication Platform
- Parent Consultation Meetings
- Written Report

- Parental Events and Workshops
- School Website

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

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Emma Mann the EYFS Co-coordinator every **number** of 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

Do we need anything else added or anything linked to Intent, Implementation, Impact etc?