

Westfield Primary School



EYFS (Early Years Foundation Stage)

Date Adopted: October 2024

Chair of Governors: Mrs L Farrow

Signed:

Headteacher: Miss S Pope

Signed:

Review Date: October 2026

Previous Version	January 2023
Changes Made	Highlighted in yellow

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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

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

- **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 the EYFS**

Our Early Years Foundation Stage (sometimes known as Reception Class) is the first year in school for children who turn five during the school year from 1st September to 31st August.

Our school has mixed age classes but the EYFS Reception Class is a single EYFS Class.

- **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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, bespoke to each

child. 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, staff reflect on the different ways that children learn and include these in their practice, to ensure that children in EYFS are learning in all 7 areas of the EYFS framework.

Children's activities in the classroom ensure that the 3 **Characteristics of Effective Teaching and Learning** are included to develop the child's **independence, individuality and inquisitive** nature :-

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

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. Staff respond to each child's emerging needs and interests, nurturing each child's unique personality; guiding their development through warm, positive interaction and relationships.

Learning takes place both indoors and outside the classroom, with the 7 areas of the curriculum reflected in both inside and outside provision, including our own forest area within our school grounds. This further promotes the 3 characteristics of effective learning as listed above.

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.

- **5. Assessment**

At **Westfield 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 planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts EYFS**, staff will administer the Reception Baseline Assessment (RBA).

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.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

- **6. 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 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.

This is done through a combination of day-to-day conversation, Tapestry app, parents' evenings and end of year reports.

Both the Teaching Assistant and Class Teacher within our EYFS group take responsibility for a child's learning and development, making links with families and ensuring that communication is open and effective. Statutory guidance states that each child must have a named key person. This is the class teacher, **Miss. Natalie Wright.**

- **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by inviting our school nurses in to talk to the children annually as well as our staff talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Visiting the dentist with their families
- Practising brushing using large scale models and toothbrushes within the provision

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

- **8. Monitoring arrangements**

This policy will be reviewed and approved by Headteacher every 2 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	https://www.westfieldprimaryschool.com/serve_file/9134954
Procedure for responding to illness	https://www.westfieldprimaryschool.com/serve_file/6894244
Administering medicines policy	See 'Supporting Pupils in School with Medical Conditions' policy
Emergency evacuation procedure	https://www.westfieldprimaryschool.com/serve_file/6894244
Procedure for checking the identity of visitors	https://www.westfieldprimaryschool.com/serve_file/9134954
Procedures for a parent failing to collect a child and for missing children	https://www.westfieldprimaryschool.com/serve_file/9134954
Procedure for dealing with concerns and complaints	https://www.westfieldprimaryschool.com/serve_file/7051571