



Millfields First School

Early Years Foundation Stage (EYFS) policy

Date reviewed: September 2022

Date of next review: September 2024

Chair of Governors (signature)

Head Teacher (signature)

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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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

Our pre-school offers both 15 and 30 hours of provision each week and have 30 available places each day. Pre-school children can choose to stay for lunch where we offer food cooked in our kitchen or with a packed lunch. Our Pre-school is led by an EYFS practitioner, supported by 2 EYFS teaching assistants.

Our Reception unit is run as one unit together. We are a 2-form entry school, both classes work within one large extended and multi-purpose unit with two teachers and two teaching assistants. Children have access to a well-structured outdoor environment as well as a purpose-built indoor classroom environment.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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
- We run a 2 year cycle of curriculum topics shared by both Pre-school and Reception to ensure that children in our setting get a wide variety of learning experiences and don't cover the same topic in both pre-school and reception.

4.1 Planning

Learning experiences are very carefully planned and prepared for in the EYFS at Millfields. The curriculum is planned around the interests and needs of the children to ensure we are offering a personalised curriculum which meets the needs of all learners. The environment is key in ensuring that learning is challenging and inspiring so much emphasis is put on planning for the areas of learning both indoors and outdoors. We prioritise communication and language, physical development and personal, social and emotional development as prime areas but also plan separately for phonics, Literacy and Maths each week. 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, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Our curriculum is carefully planned to ensure all children have the opportunities to develop to their full potential.

We teach phonics daily in EYFS through the Little Wandle Letters and Sounds revised scheme. Pre-School focus on Foundations for Learning through enhanced provision and games and activities on the carpet. Reception have daily phonics lessons which follow clear and precise lesson plans from the Little Wandle scheme where the children work through phases 2,3, and 4 of the program throughout the year. They use their knowledge of the sounds to blend and segment for reading and writing through guided reading group sessions in addition to blending and writing practice as part of the phonics lesson. These skills will be further developed through enhanced provision and keep up interventions where necessary.

Maths and Literacy are taught through focused carpet sessions which are then extended through enhanced provision challenges for the children to complete as part of their free choice time. During this time the adults in the setting will skillfully challenge and support the children's learning as they work alongside them.

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 warm, positive interaction.

The children all have the opportunity to visit our outstanding forest school provision once a week which offers a fantastic environment with fabulous opportunities to explore and investigate in natural surroundings.

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 Millfields, 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 reception**, 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')

Constant monitoring and assessment strategies are used to identify the children's learning needs and strategies in place to ensure that children do not fall behind and are given support needed to reach ARE.

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](#)) 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. We have robust and effective systems for ensuring that parents can keep in touch with teachers in a variety of ways. Parents are given access to a school app which keeps them notified of all that is happening in school. They are also given a direct email address for their child's class so communication can be made directly with the teacher throughout the school day. Parents are given individual meetings with class teacher at the beginning of the school year and then further parent's meetings take place each term.

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.

Each 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. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by following a carefully planned program for PSHE called jigsaw. We carry out regular circle times where staff promote good health routines, reminders of washing hands, keeping clean, brushing teeth etc.

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 Karen Crossland (Early Years Lead) every 2 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