



# Royles Brook Primary School

## Early Years Foundation Stage Policy

### 2023-2024

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Person responsible for review	C. Robinson
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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 / 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 \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

Our EYFS area consists of two Reception classes. The Reception intake is 45 pupils and these are split between 2 classes giving lower class numbers. Each class has a qualified teacher and supporting Key Worker staff.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Our staff plan activities and experiences that enable children to develop and learn effectively

In order to do this, staff consider the current abilities and interests of the reception children and the Year 1 curriculum, taking note of the Key Learning identified in the subject specific Curriculum Knowledge Organisers. (See Curriculum Policy)

Staff also take into account the individual needs, interests, and stage of development of each child and use this information to plan challenging and enjoyable experiences. 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

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 interactions.

As children grow older, and as their development allows, the balance gradually shifts towards more structured activities to help children prepare for more formal learning, ready for year 1.

## 5. Assessment

At Royles Brook Primary School, ongoing assessment is an integral part of 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. Parents/ carers are encouraged to share these weekly through responding to the 'Wow Sheet' on their child's Google Classroom platform.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). We try to ensure this is completed within the first 2 weeks of a pupil entering our school.

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 /carers and is shared at regular intervals to parents throughout the school year via face to face parent /carer consultation meetings. The **end of the EYFS** results are shared with parents / carers for their child through an end of year report which also includes written feedback in regards to the 'whole 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 upon request.

## 6. Working with parents and carers

We recognise that children learn and develop best when there's a strong and invaluable partnership between staff and parents/ carers.

Parents/ carers are kept up to date with the learning that takes place each week through the 'Wow Sheet' (a brief overview of the learning from that week) and are encouraged to share their child's achievements from home on a weekly basis.

Parents/ carers are kept up to date with their child's progress and development. Parents' Evenings held in the Autumn and Spring Terms as well as the End of Year Report (including EYFS profiles) helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each class has an interactive parent platform (Google Classroom) in which regular updates are shared and feedback from parents/ carers is used to inform next steps in learning whilst also serving to engage parents positively in their child's learning journey. The creation of the platform, early in the Summer term prior to transition to school, ensures both parents / carers and pupils are fully involved and ensure positive early relationships are established.

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, in conjunction with the class teacher, supports parents/carers in guiding their child's development at home. The key person, in conjunction with the class teacher, SENCO and Family Support Worker, also helps families to engage with more specialist support, if appropriate.

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

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Carla Robinson ( DHT) 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