



PERIVALE
PRIMARY SCHOOL

Early Years Foundation Stage Policy

Committee with oversight for this policy – Standards Teaching & Learning	
Policy to be approved by the Headteacher	
Policy last reviewed by the Standards teaching & Learning Committee	14/10/2022
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Perivale Primary School

EYFS Policy

Rationale

It is the aim of the school to provide a broad, well-balanced, play-based early years' curriculum which considers each child's individual needs, enabling them to become enthusiastic self-motivated learners. We recognise that at this age children require an active learning environment where they can build on their enthusiasms and individual experiences and that the curriculum should be flexible enough to reflect a wide range of developmental needs. We also feel that it is important to value each child's background, culture and traditions as an important part of their initial experiences. This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

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.

Structure

Our EYFS provision consists of:

- Nursery – 26 AM (8:30AM-11:30AM) and 26 PM (12:30PM-3:30PM) places supported by 1 teacher and 1 nursery nurse;
- Reception – 2 classes offering 60 places in total supported by 2 teachers and 2 teaching assistants.

Curriculum

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

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 considers 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 considers 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.

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.

Teaching encourages children to actively engage in;

- Forming positive relationships;
- Recognising boundaries;
- Initiating their own experiences;
- Making choices;
- Setting and tackling problems;
- Experimenting with ways of using equipment and materials;
- Practicing and refining skills;
- Concentrating, involved and absorbed;
- Making connections between one experience and another;
- Talking about their experiences and discoveries;
- Asking questions.

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.

Assessment

At Perivale 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. Practitioners also consider observations shared by parents and/or carers. Assessments inform ongoing dialogue between practitioners and Year 1 teachers about each child's learning to support a successful transition to Key Stage 1.

- Written progress checks are provided to parents/carers when the child is between the ages 2-3, reflecting the development level and needs of the individual child.
- Reception Baseline Assessments are taken in the first 6 weeks that a child starts reception
- 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 or not yet reaching expected levels ('emerging')

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.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through regular discussion and at parent meetings which are held twice a year. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.