



Akaal  
Primary School

# Early Years Foundation Stage (EYFS) policy



**Approved by:**

Headteacher &  
Reception Lead

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## 1. Aims

This policy aims to ensure:

- That we provide a secure, safe, caring and stimulating environment
- That all children are valued and that every child is supported regardless of need
- That all 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
- High quality consistent in teaching and learning so that every child makes good progress at Akaal Primary School
- The role of parents / carers is valued and that a close working partnership is developed between staff and parents / carers to best support their child’s learning and development
- That provision decisions are informed by 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 \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

Our academic year runs from September to July. Our children join our Reception class in the year of their fifth birthday and attend full time from September.

At Akaal, we offer a number of “Getting Ready for School” days during July before children begin full time school. These consist of one morning (with parent), one afternoon, one morning including lunch, one full day.

## 4. Curriculum

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

Our children learn new skills, acquire new knowledge and demonstrate their learning through 7 inter-connected learning areas of development. Our children will develop through the three prime areas which are:

- Communication and language

- Physical development
- Personal, social and emotional development

The prime areas are essential for children's healthy development. As children grow and develop, the prime areas are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### 4.1 Planning

We plan using the 7 areas of learning, along with reference to Developmental Matters. This publication is non-statutory guidance for the early years' foundation stage (published September 2020, revised July 2021).

In planning and guiding what our children learn, we consider and apply the three characteristics of effective teaching and learning taken from the Developmental Matters guidance. These are:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The EYFS lead and staff within the setting incorporate learning and activities, which take into account the children's unique needs and interests, along with a deep understanding of the development of each child. Knowledge of our children enables a well thought out and considered curriculum to plan a challenging and enjoyable experience.

Our pedagogy and knowledge of the children is incorporated into three main thematic topics. Our learning approach offers rich, meaningful and real life experiences for our children.

#### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, through a mix of adult-led activity and child-initiated learning. Both the indoor and outdoor provision is enhanced with resources that scaffold and maximise learning.

Children are provided with a weekly focus they can access through their learning environment and this enables our children to become independent when accessing resources, as well as supporting specific skill development. Our Year 1 provision has been re-designed to ensure children are able to transition with minimum disruption to their learning and progress.

## 5. Assessment

At Akaal Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe and interact with the children through play to identify their level of prior knowledge, interests and learning styles.

We use Tapestry to record ongoing assessment gained through reflections, conversations and 'wow moments of learning.' These are uploaded to each child's secure online learning journey and this shows current attainment, where children's development is and where their next steps are to progress in their learning.

EYFS staff also work with parents to capture learning that takes place outside of school to build a picture of the whole child and add to the knowledge of where they are within their development.

As part of statutory requirements, children's learning will also be assessed in the following ways:

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')

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.

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.

Parents / carers are kept up to date with their child's progress and development. Parents are invited to two parents' evenings throughout the year. A written report is sent before transition begins in July and parents may book a face-to-face meeting if required.

Within the setting, we offer a supportive open-door policy, where our parents are able to engage with EYFS staff daily and discuss matters relating to their child's development, as well as offering support with their learning at home.

Parents / carers are also kept informed about the learning for each term through termly topic meetings.

In addition to this, online links are sent through our school portal, MySchoolApp about sessions to support children such as in reading and language development. These are provided through zoom meetings and uploaded to our school YouTube channel.

Parents / carers are encouraged to send learning from home and wow moments of learning / new and/or exciting experiences through their child's online learning journey in Tapestry. Tapestry captures videos, photos and dialogue of each child. Parents can also view the learning and development of their child *in school* through Tapestry and this encourages positive interactions between home/school respectively.

In summary, the RBA and EYFS profile together with Akaal's summative and formative procedures helps to provide parents / carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## 7. Safeguarding and welfare procedures

Our Personal Development Programme includes such things as:

Healthy eating

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 safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and Reception Lead Teacher annually.

The policy will then be presented to and noted by the Full Governing Board.

We are committed to equal opportunities for all, irrespective of ethnicity, gender, sexuality, disability or religion. We will monitor the impact of this.

## 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