



Birchwood Avenue Primary School

Early Years Foundation Stage (EYFS) policy

Policy Review

The policy was last agreed by the Governing Body on 21.05.24.

It is due for review in May 2025 (up to 12 months from the above date).

Signature

Date: 21.05.24

Headteacher

Signature

Date: 21.05.24

Chair of Governors

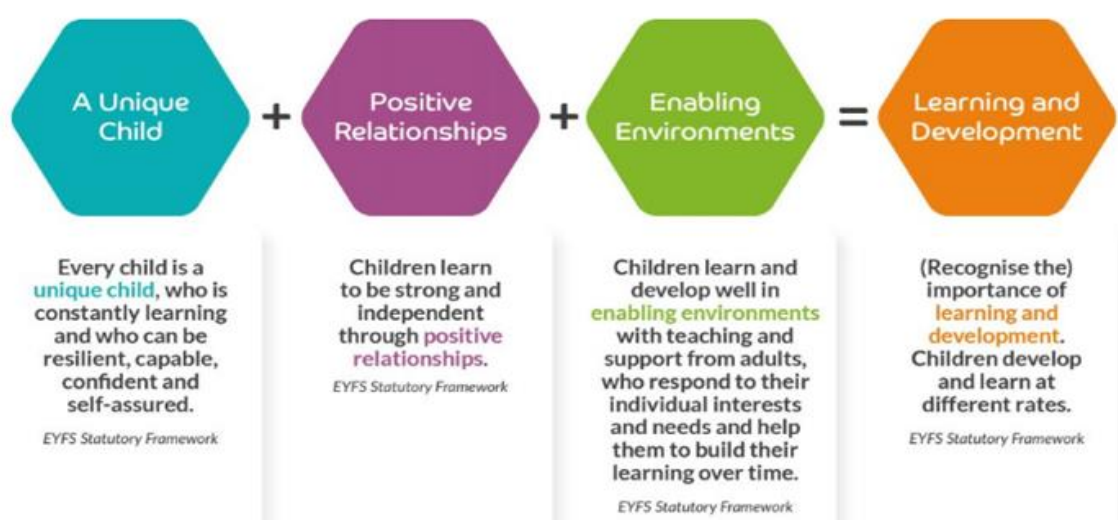
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1. Aims

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
- To ensure that the four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to support all children develop in different ways and provide an understanding that development is not a linear or automatic process.



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

At Birchwood Avenue Primary School, our Early Years provision consists of a single Reception class. This class has permanent access to a large outside area, which is set aside exclusively for early years use.

The class is staffed by a qualified teacher and early years practitioners.

4. Curriculum

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

The EYFS framework outlines the Characteristics of Effective Teaching and Learning and the 7 areas of Development (CoETL).

The CoETL are organised into three primary strands and are essential components towards children becoming self-regulated learners. 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 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

At our school, we are passionate about creating activities and experiences that foster effective learning and development in children. To achieve this, our staff use a structured approach called Talk for Writing, which focuses on developing children's language and writing skills.

Every three weeks, we carefully select high-quality texts that serve as benchmarks for children's language development. These texts serve as models for vocabulary, grammar, and writing techniques. Our staff use these texts as a foundation for planning engaging and challenging experiences that enable children to explore and develop their language and writing skills.

While planning, our staff consider the unique needs, interests, and stage of development of each child in their care. This information is vital in crafting experiences that are tailored to meet the individual needs of every child. If a child has a special educational need or disability, our staff assess whether specialist support is necessary. In such cases, we collaborate with relevant external agencies and services to ensure that the child receives the appropriate assistance.

When designing and guiding children's activities, our staff actively reflect on the various ways in which children learn. By incorporating these different learning styles into their practice, they ensure that each child can actively engage and make progress in their learning journey.

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 interaction. Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

'Talk 4 Writing' is used as part of our literacy provision to develop children's storytelling and vocabulary. High-quality texts, which allow the children to increase their vocabulary and explore the concepts being taught are introduced each week.

Phonics is taught daily using the Read Write Inc programme. This systematic synthetic phonics programme allows the children to develop their understanding through daily speed sound lessons and through phonically decodable texts, which are introduced when the children are ready for them.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities that prepare children for more formal learning as they enter KS1.

5. Assessment

At Birchwood Avenue, 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 and celebrate successes. Staff also take into account observations shared by parents and/or carers. We use the online learning journal, Tapestry, to record our observations. Parents with linked accounts receive the observations as soon as they are uploaded. They are then able to comment on observations and upload ones of their own.

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.

Parents and/or carers are kept up to date with their child's progress and development. This is through parents evening twice a year, through Tapestry and through regular informal conversation. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. During the year, parents are provided with a comprehensive report on their child's progress across all areas of the curriculum.

7. Safeguarding and welfare procedures

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 the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the Academy's safeguarding policy.

We promote good oral health, as well as good health in general, in the early years by talking to children about the importance of a balanced diet and the effects of eating too many sweet things. We promote the importance of brushing teeth.

Our children benefit from daily free fresh fruit. All parents are able to order daily milk if they choose and this is free for all those children under 5 as well as those in receipt of free school meals. Universal Free School Meals are provided for all children in the first three years of primary school and our caterers provide a balanced and well thought-out menu. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal. Fresh water is readily available for all children, and we encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly

The rest of our safeguarding and welfare procedures are outlined in our Child Protection Policy.

8. Inclusion

We value all of our children as unique individuals at Birchwood Avenue Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children meet the expected levels of development against the Early Learning Goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. At times, it is necessary to work with children in a small group or on an individual basis outside of the learning environment to allow for specialist input e.g. Speech and Language support. However, whenever possible, support is provided within the classroom context.

9. Monitoring arrangements

This policy will be reviewed annually, and approved by Kim Swash: Early Years leader.

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	Child Protection Policy 2023
Procedure for responding to illness	Health and Safety Policy 2023 Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health and Safety Policy 2023
Procedure for checking the identity of visitors	Child Protection Policy 2023
Procedures for a parent failing to collect a child and for missing children	Child Protection Policy 2023
Procedure for dealing with concerns and complaints	Complaints Policy 2023