



Heathlands Church of England Primary School



Policy: EYFS

Adopted by the Governing Board: Jan 2024

To be Reviewed: Feb 2026

Vision

Helping Everyone Shine Their Light

Values

Trust

Respect

Enjoyment

Courage

Kindness

Theological Underpinning

'You are the light of the world. A city on a hill cannot be hidden. **Shine your light** before all that they may see your works and then praise your Father in heaven.'

Matthew 5v14-16

Introduction

We understand that it is essential to create an environment of emotional warmth, with consistent praise and encouragement. This ensures each child feels individually valued, well-motivated and confident to meet new challenges and reach our high expectations with a sense of achievement. We recognise that “every child deserves the best possible start in life” (Statutory Framework for the EYFS 2021) and our theological underpinning Matthew 5v14 ensures that every child is encouraged to ‘Shine their Light’ whilst at Heathlands.

We endeavour to ensure that children “learn and develop well and are kept healthy and safe”. We aim to support children’s learning through “teaching and experiences that give children the broad range of knowledge and skills that provide the right foundation for good progress through school and in life”. (Statutory Framework for the EYFS 2021).

The EYFS Reception Year is important because it is within the foundation years that children develop learning attitudes, skills, social integration and personal organisation. Within the first term at Heathlands children learn our Core Values; Trust, Respect, Enjoyment, Courage and Kindness and these are referred to regularly to ensure they are at the forefront of our teaching and learning.

Our School Vision “Helping Everyone Shine their Light” underpins our curriculum. Termly showcase events and half termly ‘Big Questions’ ensures even our very youngest children are able to embrace our school vision.

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum and develop a solid foundation of the skills needed to enable 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 families.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

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.

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 seven areas of learning and development that are equally important and interconnected. However, three 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 and guided children's activities will reflect on the ways that children learn and reflect in their practice. At Heathlands, we support children in using the three characteristics of effective learning (and teaching). 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.

(Taken from Statutory Framework for EYFS 2021)

EYFS children are introduced to SOLO Taxonomy Verbs initially through the use of Flashback Fives but then, during the Summer Term, within some of their activities. This allows them the opportunity to move their learning to a deeper level.

Planning

Planning is progressive and a curriculum map provides a yearly overview which ensures all areas of learning are covered. A themed approach to learning helps to make the learning purposeful and relevant; medium term plans are completed for each half-term. Where possible, children's ideas are used and adapted into planning in order to give children ownership of their learning.

Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, seeking guidance and support from the SENCO, in line with our Inclusion Policy and our Equality Policy, sourcing links with relevant services from other agencies, where applicable. Individualised planning is created for identified children to ensure their next steps in learning are appropriate.

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. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for transition as appropriate to the Key Stage One Curriculum. Within their first half term in school, children are introduced to our Visible Learning characters and encouraged to display these characteristics within their independent learning.

Children engage in daily phonics sessions using a carefully planned, systematic, synthetic approach to teaching phonics. Reading books are linked to sounds which have been taught as outlined in the Reading Framework 2022. We encourage children to extend their vocabulary and develop a love reading via a range of activities including; word walls, curiosity cubes, words of the week, the Poetry Basket, DERIC and a variety of story sessions. Children experience a wide range of enhancement activities including; Forest Fun and visit/visitors within our local community.

Assessment

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. Data is entered into Target Tracker to help monitor all children. Termly pupil progress meetings with appropriate members of the Senior Leadership Team ensures that children are provided with early intervention when needed.

Within the first six weeks that a child starts reception, staff 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 and with Year One staff. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with Families

We recognise that children learn and develop well when there is a strong partnership between staff and families. Families are kept up to date with their child's progress and development through regular uploads to Tapestry and informal face to face discussions with parents. Informal parent workshops provide parents with the information needed to support learning at home. Families are encouraged to add their own observations to Tapestry.

Parents meeting are held regularly, the first being in the autumn term to discuss how the child has settled and then again in the spring term to discuss progress and achievements. In the summer term parents receive an annual written report to summarise the child's achievements against the ELGs.

We ask all parents to keep school updated of any changes to personal or medical data so that this can be discussed, where needed, with school staff. Intimate Care and Healthcare plans are created, where relevant, when children begin school.

Safeguarding and Welfare Procedures

All adults within the setting have a responsibility to protect children and ensure the environment is safe. All staff receive annual safeguarding training and regular updates to ensure that safeguarding is held of upmost importance. Staff recognise the importance of reporting any concerns immediately to the Designated Safeguarding Lead, in line with our Child Protection Policy. Mobile phones should not be used during teaching hours within the setting unless in exceptional circumstances

Any visitors to the school will be signed in via the school office. Visitors are not permitted to take photographs of the children in line with our Acceptable Use Policy.

Any child absence should be reported to the school office on the morning of each day that a child will be absent. If a child is missing from a setting or not collected at the end of the school day then our late register is completed and parents will be contacted.

At least one member of the EYFS Team is a qualified Pediatric First Aider. We promote good oral health throughout the reception year by teaching children how to brush and look after their teeth.

Transition to School

Our reception children start full time school during the academic year in which they are 5 years old. We feel very strongly that the transition to Heathlands School should be reassuring, informative and supportive. The induction process includes:

- Visiting preschool settings
- Preschool settings visiting school
- Offer of a 1-1 visit with a staff member
- Parents meetings in school
- Meeting with the SENCO if appropriate
- Children visiting their new classroom

Roles and Responsibilities

- The Governing Body has; appointed a member of staff to be the Early Years Foundation Stage Team Leader; termly visits to the EYFS children during which they spend time with children and speak to the EYFS Team.
- The Early Years Foundation Stage Team Leader will; strategically lead the development of the EYFS; provide guidance and support to all staff, keep up to date with new developments and

resources, review and monitor by discussion with staff, annually report to the Governing Body on the success and development of the EYFS; be responsible for the management of the EYFS team and the EYFS area.

- The teaching and support staff will; work together as a team in conjunction with the EYFS Team Leader, promote confident and independent learners, create a learning environment that reflects learning across all seven areas of learning.

Monitoring Arrangements

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring. The school will review this policy every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Statutory policies and procedures for the EYFS

The following policies should be referred to alongside the EYFS Policy:

- Acceptable Use Policy
- Admissions Policy
- Attendance Policy
- Child Protection Policy
- Curriculum Policy
- Health and Safety Policy
- Inclusion Policy
- PPG Policy
- Rewards and Behaviour Policy
- Safeguarding Policy
- Supporting Children with medical needs policy