



# Early Years Foundation Stage Policy

**Approved by:** Quality of Education Committee

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## 1. Aims

This policy aims to ensure:

- To provide quality learning experiences for all children. Learning will be through planned play and practical activities, which are structured, balanced and relevant to the child and related to the real world.
- To provide a broad and balanced curriculum which takes account of, and responds to, the children's individual and developmental needs, allowing them to make progress based on their different starting points.
- To ensure that all children have positive experiences of success in order to give them confidence and motivation for learning in the future.
- To enable every child to be included and supported through equality of opportunity and anti-discriminatory practice.
- To create a partnership with parents and carers to support and enhance the development of the children.

## 2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

## 3. Structure of the EYFS

The Early Years Foundation Stage at Kennel Lane is a provision for children with special educational needs from age 2 ½ until the end of the Foundation Year (Year R). Until statutory school age, a child will attend on a part time basis. In Year R, they are offered a full time place.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 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

#### **4.1 Planning**

Topics are planned on a three year cycle. Each topic identifies the Prime and Specific areas so that the children access broad and balanced experiences and all areas of learning are covered. Activities are planned on a weekly basis and incorporate both the inside and outside environments.

#### **4.2 Teaching**

Each area of learning is implemented through planned and purposeful play, and through a mixture of adult focused and independent activities. Staff respond to a child's individual needs, interests and stage of development, guiding their learning through warm, positive interaction. Whole group, paired and individual teaching is used to develop skills in all areas of learning.

### **5. Assessment**

At Kennel Lane, ongoing assessment is an integral part of the learning and development processes and informal observations, interaction with the child and feedback from all adults within the setting form some of the methods used. Assessment is linked to the Early Years Foundation Stage criteria. This is commenced shortly after a child enters school and their baseline level of development in each area of learning, is used to calculate individual targets. Progress, based on these targets, is recorded at the end of each term and is shared with the Assessment team in school.

Each child will have an Individual Educational Plan (IEP) identifying specific, measurable and relevant outcomes which are based on their EHCP. These outcomes are reviewed each term.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, and the results of the profile are then shared with parents and/or carers.

### **6. Working with parents and carers**

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 termly IEP meetings or Annual Reviews. They can contact staff at any time through the Home School diary, by phone or email via the school office.

Home learning sheets, based on the current topic, are sent each week and suggest how parents and carers can support and enhance learning at home. Participation is also encouraged through half termly "All Join In" sessions when parents and/ or carers join a structured activity with their child in the setting and have an opportunity to meet members of staff and other families.

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 is responsible for collecting and annotating evidence of learning in a "Learning Journey" which is shared with parents and carers on a regular basis.

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

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by Sara Avenell, Assistant Head for Primary 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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
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