



# Coastal Learning PARTNERSHIP

## Early Years Foundation Stage (EYFS) policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement
Policy Ratified:	October 2024
Review Date:	October 2027

Additional School Procedure	
Committee:	
Procedure Adopted:	
Review Date:	

Note to Heads:

This policy only applies to schools that have pupils in the Early Years (Reception and Pre-school/nursery). Paragraph 2 and 5 in section 5 describe the guiding principle of assessment in EYFS. Sections 6 and 7 require a school specific details regarding your approach to curriculum and working with parents.

## 1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that provides them with the 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 equity of opportunity and anti-discriminatory practice.

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies](#). It should be read alongside the following policies:

- Safeguarding policy and procedures
- Administering medicines policy
- Procedure for dealing with concerns and complaints
- Pupils with SEND
- Admissions Policy

## 3. Responsibilities

Full Trust Board

- Ensure an appropriate and compliant policy exists and is reviewed on a triennial basis or when statute/guidance changes;
- Ensure that individual schools within the Partnership comply with statutory reporting arrangements in relation to the EYFS.

Local Governing Body

- Hold school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties set out in the statutory framework;
- Establish the appropriate staffing and funding arrangements for pupils within the EYFS;
- Consider the appointment of a link Governor for EYFS where this is identified as a priority for improvement with school specific improvement plan;
- Publish information on the school website that sets arrangements for new starters in EYFS, including the right for parents/carers to access fulltime education from the beginning of the academic year.

Headteacher

- Develop the school specific approach to delivery of the EYFS framework through its chosen curriculum whilst ensuring collaboration with the wider Partnership;
- Provide the LGB with a termly update on the EYFS through the school status report
- Ensure compliance and participation with the Partnership's reporting arrangements in relation to assessment;
- Ensure school representation at Partnership moderation and network events;

- Make arrangements for the induction of pupils at the start of EYFS, including through engagement with families and other EYFS settings;
- Work with the Local Authority to place pupils in accordance with the Admissions code and SEND code.

#### **4. Applying the EYFS framework**

Partnership schools are required to comply with all aspects of the framework with a particular focus on the requirements for learning and development and for safeguarding children and promoting their welfare.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences for children in all early years settings;
- The early learning goals that providers must help children work towards;
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding requirements cover the steps that providers must take to keep children safe and promote their welfare. Schools must refer to the Partnership's Safeguarding and Child Protection Policy and Procedures.

#### **Areas of Learning**

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. 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

#### **5. Assessment**

Within the first 6 weeks that a child starts reception, staff must administer the Reception Baseline Assessment (RBA). Children can only be dis-applied from this assessment in extremely limited circumstances, for example a profound special need that would prevent participation.

Partnership schools must submit a summative assessment at the end of the autumn and spring terms against the seven areas of learning. These assessments should be informed by professional discussion about the development of each child.

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.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other schools, to ensure consistent assessment judgements.

There is no requirement for teachers to gather burdensome evidence to support their judgements, over and above that which a child would ordinarily produce at school.

## **6. Our chosen approach to curriculum**

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Courthill Infant School. At Courthill we aim to provide exceptional care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and other professionals to meet their needs and help every child to reach their full potential securely and consistently.

Teaching in the EYFS at Courthill Infant School is delivered in accordance with the government's statutory framework and we ensure the delivery of a holistic, child-centred curriculum which allows children to make links between what they are learning. This holistic approach is at the heart of Courthill. We are passionate about instilling our school values 'Courage, Responsibility, Curiosity and Kindness' as well as promoting a growth mind-set in all our children. Children are taught to identify and nurture these behaviours in themselves and others. As effective Early Years practitioners we aim to plan a broad and balanced range of activities based on the needs of the children in our setting. We plan a yearly overview of topics; however, we also try to follow the children's interests when planning and involve them in choosing activities and resources at the medium and short term stage. As practitioners we work closely with subject leaders across the school to implement 'key knowledge.' This knowledge is chosen to be progressive and will enable the children to learn the fundamentals which will be built upon in Key Stage 1.

The learning opportunities provided include a range of adult focused and child initiated activities both indoors and outdoors. Educational trips and visits from members of our community are also planned to support children's learning within the classroom. When planning and guiding these activities we reflect on the different ways that children learn and support children in using the three Characteristics of Effective Teaching and Learning. These are;

- Playing and exploring - children investigate and experience things and are willing to 'have a go'. Children learn how to develop a growth mind set which impacts all areas of learning.
- Active learning - children concentrate and keep on trying if they encounter difficulties; they enjoy being active and this benefits their physical, mental and emotional health.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At Courthill Infant School we strive to provide all pupils with a broad and balanced curriculum that meets the specific needs of individual pupils with suitable challenge. Our curriculum aims to respond to pupils' diverse needs across the school and to overcome any barriers to their learning.

## **7. Our chosen approach to working with parents and/or carers**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We encourage regular contributions from home through home learning books and sending in WOW slips that celebrate those moments that really stand out. All of these valuable contributions mean that staff can get a well-rounded view of what children can do and what their fascinations and outside of school talents. Parents and/or carers are kept up to date with their child's progress and development throughout the year. The progress check and EYFS profile helps to provide parents and/or carers with a well rounded picture of their child's knowledge, understanding and abilities etc. This is shared at the two parent's evenings (Autumn and Summer), written report in Spring and regular communication through reading logs. We also regularly invite parents in for Fab Finishes (celebrating the end of a topic), celebration of learning events and for phonics and maths sessions both with and without the children.

## 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
Administering medicines policy	See supporting pupils with medical conditions policy
Procedure for dealing with concerns and complaints	See complaints policy
Pupils with SEND	See SEND policy