

DALE HALL PRIMARY SCHOOL EYFS POLICY



This policy should be carried out in the context of and in conjunction with Dale Hall CP School's Safeguarding Policy.

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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

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Curriculum

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

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

Our curriculum is designed based on statutory requirements and is supported by the document Birth to 5 Matters and the curriculum overviews written by the curriculum leaders at Dale Hall. This is detailed in our intent, implementation and impact statement.

3.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff in Reception are expected to focus strongly on the 3 prime areas. To enable the children to succeed in the Early Years and beyond, daily maths and phonics sessions are included in the planning and teaching and these are supported by adult focus and independent activities.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff work closely with the SENDCO to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

3.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, adult-directed and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are challenged through the provision and high quality questioning.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for year 1.

4. Assessment

At Dale Hall, 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. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Throughout the year, we use the Highfield Resilience Potential Tracker to monitor the children's resilience and readiness to learn. We also track the progress of the children and use this to inform planning.

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, work recorded in books 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 Birth to 5 Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

5. 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. Parent consultations, reports and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teachers work to ensure that each child's learning and care is tailored to meet their needs. The teachers support parents and/or carers in guiding their child's development at home. The teachers also help families to engage with more specialist support, if appropriate.

Staff regularly communicate with parents via Class Dojo, ensuring parents are well informed and are knowledgeable about what their child is learning. We welcome parents into school for special events and involve parents in their child's transition into school.

6. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about things they can do to keep their body healthy, including:

- Staying active
- Eating a balance of food
- Brushing teeth
- Healthy screen time habits
- Sleep
- Mindfulness

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

7. Monitoring arrangements

This policy will be reviewed and approved by The Early Years Leader and The Learning and Development Committee every 2 years.

Date	Description
27 th January 2023	Policy re-written by VM

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 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 general complaints procedure