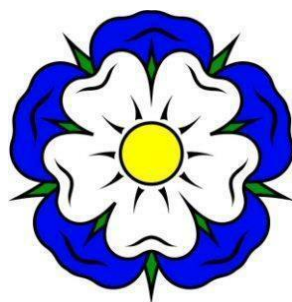


Richmond Hill Primary Academy



Early Years Foundations Stage Policy

Date	01/01/2021
Written by	E.Johnson
Adopted by LGB	January 2021
Review Date	January 2022
Version	1

Early Years Foundation Stage policy

Next Review: January 2021

Early Years Leader: Miss E Johnson

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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Children feel safe and well cared for

2. Legislation

This policy is based on requirements set out in the https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf.

3. Structure of the EYFS

At Richmond Hill Primary Academy our EYFS setting includes provision for Nursery and Reception aged children (3-5yrs). Our setting also caters for Early Starters, children who's 3rd birthday falls in the Autumn term prior to the following academic year.

Children in Nursery can attend for 30 hours, or 15 hours beginning of the week - Monday Tuesday full day and Wednesday morning sessions, alternatively end of week - Wednesday afternoon, Thursday and Friday full day sessions.

Reception children attend full time school hours.

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 interconnected. 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

Our Early Years Teacher plans purposeful play activities and continuous provision within the learning environment to meet individual needs and enable all children to develop and learn effectively. Practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

All practitioners identify the individual needs, interests, and stage of development of each child in their care, and use this information to support and facilitate learning enabling a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Children will be included in the planning process enabling topics and learning to follow children's interests hoping to inspire and motivate all learners. Children are encouraged to develop as independent learners, accessing their learning through a purposefully planned environment with a mix of child initiated activities and adult led tasks.

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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Children have continual access to learning opportunities indoors and outdoors. Practitioners are aware of children's next steps and target these needs through facilitated learning experiences.

For our Reception aged children, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At Richmond Hill Primary Academy ongoing assessment is an integral part of the learning and development processes. Practitioners use observational assessment to continually identify children's achievements, interests and learning experiences. These observations are shared with parents and/or carers and are used to identify children's next steps and shape future planning. Practitioners also take into account observations shared by parents and/or carers through Wow moment reflections and online interactions through Maths with Parents.

At the end of the EYFS (when the child reaches the end of Reception), the EYFS Teacher completes the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

At Richmond Hill Primary Academy 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. Parents are invited to parent consultations with the EYFS Teacher three times throughout the year and will receive a written report noting achievements in the summer term of their Reception year. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents are involved in discussions about children's progress and developing from early on and targets or next steps for the child are shared.

In Nursery 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 supports parents and/or

carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate. Children in Reception are supported by the class teacher and teaching assistant.

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 Miss E Johnson every year. 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.

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 supporting pupils with medical conditions policy
Emergency evacuation procedure	See invacuation, lock down and evacuation 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 uncollected children policy and child missing in education policy
Procedure for dealing with concerns and complaints	See complaints policy