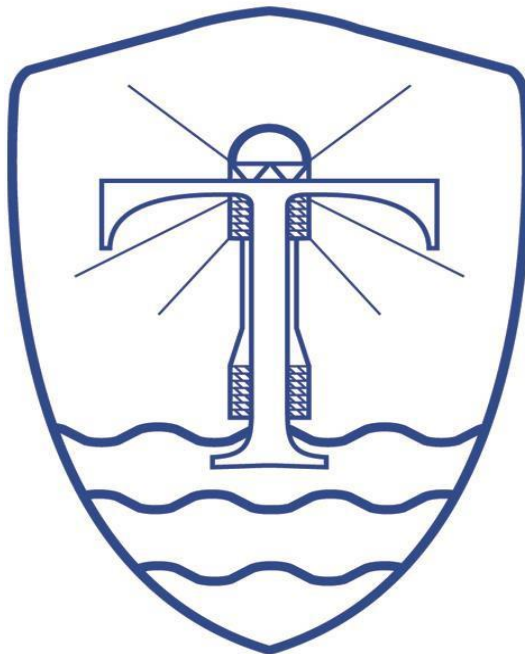


Turney School

Early Years Foundation Stage (EYFS) policy



Approved by:	Chair of Governor Sue Osborn	Date:
Last reviewed on:	September 2022	
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Contents

1. Aims.....	2
2. Legislation	2
3. Structure of the EYFS.....	2
4. Curriculum	2
5. Assessment	3
6. Working with parents	4
7. Safeguarding and welfare procedures	4
8. Monitoring arrangements.....	4
Appendix 1. List of statutory policies and procedures for the EYFS	5

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. Structure of the EYFS

Turney School has one reception class offering nice places. Pupils continue to follow the EYFS curriculum into year 1 and transition into our pre-formal and semi formal curriculum during year 2.

4. 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

4.1 Planning

At Turney School teachers work closely other professionals (including speech and language therapists, occupational therapists and Educational Psychologists) to ensure that individual pupil's therapy targets informed by long term aims are fully integrated into the EYFS curriculum.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account 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. Because of the nature of our setting, a range of specialist pedagogy is used to support receptive understanding, expressive communication and attention. Approaches including PECS, objects of reference, Makaton Sign, Intensive Interaction and Attention Autism are used to support individuals and throughout the wider school as based upon the recommendations of the multi- agency team who often support our pupils. Visual and auditory cues are also used to aid smooth transitions between activities and to promote the understanding of routines.

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

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

We recognise that the outdoor area is an important part of the learning environment as many of our children enjoy learning outside. Class teams work hard to ensure that the range of activities outside reflects the different curriculum areas, for example; with role play opportunities and areas for construction. We additionally recognise that physical activity often dominates a child's learning, with climbing, running, cycling and other active games being very popular as well as a vital tool to providing sensory regulation and physical development opportunities.

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build up concepts, ideas and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.
- Express fears to relieve anxious experiences in controlled and safe situations.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment.
- Supporting children's learning through planned play.
- Extending and supporting children's spontaneous play.
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.

- Asking questions about children's play.

5. Assessment

At Turney, 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 take into account 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).

At the **end of the EYFS**, staff complete the EYFS profile for each child.

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.

The profile is moderated internally (referring to the Development Matters [guidance](#)). EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff, parents/carers and our multi-agency professionals such as speech and language and occupational therapy.

Parents and/or carers are kept up to date with their child's progress and development. 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.

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 specialist therapy intervention and support.

7. Safeguarding and welfare procedures

We promote good health and welfare in early years by:

- Identifying pupils for additional therapy support
- Working closely with the School's Community Paediatrician and nursing services.
- Support families with referrals to Children with Disability, Social Care services
- Providing specialist autism workshops with our multi-agencies professionals

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

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every three years.

At every review, the policy will be shared with the governing board.

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 supporting pupils with medical conditions policy See Medication 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