



Wembley  
Multi-Academy  
Trust

ACHIEVEMENT FOR ALL



## EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

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## 1. Aims

This policy aims to ensure:

- That all children access a broad and balanced curriculum which gives them the range of knowledge and skills needed for good progress through school and life.
- That teaching and learning is consistently of a high quality so that every child makes good progress and no child gets left behind.
- That a close working partnership is maintained between practitioners and parents and/or carers.
- 'Achievement for All': 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 [2023 Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#)

## 3. Structure of the EYFS

Children in the EYFS Provision at ELPS are registered for the reception class when they are 4 or 5 years old. An induction procedure involves inviting parents and pupils to the school to initiate familiarity and share our systems and procedures. The children are phased in over the first week. The first sessions are in small groups, followed by the whole class for the morning session only. Children then attend for the full day which runs from 7.50am to 2.30pm with lunch between 11.15am and 12.00pm. The school day consists of teacher-led sessions, focus work with the teacher and free-flow (child-led learning). Children are read with 1:1 at least once a week.

## 4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2023 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

There is a highly structured scheme of work for Literacy, Mathematics, Phonics and the other area of the EYFS Curriculum. Staff meet each week at team planning meetings to plan creative activities and experiences that enable children to develop and learn effectively.

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

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

Carpet sessions are designed to be fast paced and engaging with a focus on Literacy, Numeracy and Phonics, as well as the other aspects of understanding the world and expressive arts and design. The free flow activities reinforce the concepts covered. Outdoor activities are also structured to include specific learning and reinforce knowledge.

#### **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.

As children grow older, 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 East Lane Primary School, we start with a statutory baseline assessment which informs teachers where pupils' strengths and areas of development lie. Ongoing assessment is an integral part of the learning and development processes and occurs on a daily basis. Assessment Focus Weeks occur each half term so that school leaders can monitor children's progress and provide interventions when necessary.

Essentially, staff observe pupils to identify their level of achievement and interests. These observations are used to shape future planning. All observations are recorded on Seesaw - a digital app which supplements the children's learning portfolio. This is accessible by parents so that they can follow their child's learning journey and comment on their progress throughout their Reception year.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against each of the 17 Early Learning Goals (ELG), indicating whether they are:

- Working at the 'emerging' level at the end of EYFS
- Working at the 'expected' level at the end of EYFS

In the 2023-24 academic year, we will use the following grades:

- Working below the expected standard (RWBS)
- Working below the expected standard, but nearly at the level of working towards the expected standard (RWBS+)
- Working towards the expected standard (RWTS)
- Working towards the expected standard, but almost at the expected standard (RWTS+)
- Working at the expected standard (REXS)
- Working securely at the expected standard (REXS+)

To achieve a 'Good Level of Development' (GLD) at the end of the EYFS, children must meet the expected level in all three prime areas and two specific areas of the Early Learning Goals. They must make the expected level in all areas of: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Numeracy.

#### **6. Working with parents**

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. 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. This occurs in the following formats:

- Parents' Meetings
- Weekly updates on the Seesaw learning app
- Workshops across the year
- 1-to-1 meetings with the Teacher/Assistant Headteacher (as required).

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

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

See *Appendix 1* for other specific and relevant policies.

**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	<ul style="list-style-type: none"> <li>• Safeguarding Policy (including CP procedures)</li> <li>• CP Guidelines for Staff</li> </ul>
Procedure for responding to illness	<ul style="list-style-type: none"> <li>• Health and Safety Policy</li> <li>• First Aid Policy</li> </ul>
Administering medicines policy	<ul style="list-style-type: none"> <li>• Administration of Medicines in School and Students with Long Term Medical Needs Policy</li> </ul>
Emergency evacuation procedure	<ul style="list-style-type: none"> <li>• Health and Safety Policy</li> <li>• Procedures for Handling Bomb Threats and Bomb Threats Checklist</li> <li>• Searching Premises and Lockdown Procedure</li> </ul>
Procedure for checking the identity of visitors	<ul style="list-style-type: none"> <li>• Safeguarding Policy</li> <li>• Drop off and Collection of Children</li> <li>• Visiting Speakers Safeguarding Policy</li> </ul>
Procedures for a parent failing to collect a child and for missing children	<ul style="list-style-type: none"> <li>• Safeguarding Policy</li> <li>• Drop off and Collection of Children</li> <li>• Children Missing in Education</li> </ul>
Procedure for dealing with concerns and complaints	<ul style="list-style-type: none"> <li>• Complaints Policy</li> </ul>