

EARLY YEARS FOUNDATION STAGE POLICY

The EYFS (Early Years Foundation Stage) supports young children to develop key skills such as listening, speaking, persistence and learning to work together. Children's early communication, literacy and numeracy skills will be developed through a range of structured, adult-led lessons and free play, preparing them for their school journey and the start of Key Stage 1.

Aims:

- To make the child's first experience of school happy, positive and fun.
- To ensure that children access a broad and balanced curriculum that gives them a wide range of knowledge and skills needed for good progress throughout their school life.
- To encourage parents to become partners with the school in the education of their children and to develop close working partnerships between teachers and parents and/or carers.
- To foster love of learning, enquiring minds and the ability to discuss, adapt and negotiate.
- Children will be helped to develop self-control and to respect the feelings, needs, culture and abilities of others.
- To provide quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- To ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice.

Structure of the EYFS

In our Early Years Department, we have a mixture of children ranging from 2 – 5 years old. Our class is made up of children of nursery, pre-school, and Reception age. Each child has a dedicated key person, with whom they will be both taught by and build strong, caring bonds with. We endeavour to ensure that all teachers create these bonds with all children, throughout our whole school.

Our curriculum is driven by the EYFS (2021), but the basis of our learning is set out across two academic years: Year A and Year B.

Throughout each year the children will gain a multitude of experiences that will support their early learning and develop their knowledge and understanding of the world around them. They will have multiple opportunities to explore our local community, learn through their play and go on fun and exciting trips with their peers.

Funding

We accept both 15 and 30 hour funding for children aged from 2 years old. However, we have limited spaces available for 2 year olds. We accept split funding between us and another setting where necessary, but do not accept stretched funding as our terms follow the school term times.

Equal Opportunities

The Early Years Foundation Stage will be taught in accordance with the present policy for Equal Opportunities and adheres to the requirements of the Equal Opportunities Act (2010). Children will be encouraged to develop a positive attitude and acceptance of those who have protected characteristics.

Our school has a wide range of individuals with many different faiths and ethnicities, all of which are encouraged and celebrated. Throughout the year the children will be given the opportunity to learn about many different cultures, through a wide range of different experiences and opportunities. We also welcome parents to come in and support us with their own expertise and knowledge of any other backgrounds and faiths.

Assessment

On entry to the school, your child will first be given some time to adjust to their new surroundings and begin to develop their relationships with both their class teacher/keyperson and the other children. We will then assess their current level of attainment, using the school's On Entry Profile and the Reception Tapestry's All About Me proforma. This allows us to obtain a Baseline result which includes the child's and parents' voice, as well as the school's.

Parents will be given the opportunity to discuss the Baseline results within the first term of their children starting school, during a parents' evening.

Parents will be requested to complete a series of forms which include giving their permission for the school to register their child with Tapestry, an on-line learning journal website. The school is responsible for making every effort to aid the parents in using Tapestry responsibly, including, where necessary, dealing with breaches of contract such as posting Tapestry information on social media sites.

Termly reports will be provided for your child to ensure that you are continuously updated on your child's progress within their learning with us, as well as having an opportunity to discuss with your child's teacher about your child's learning and development. At the end of your child's Reception year, you will be provided with a Foundation Stage Report outlining your child's attainment against the EYFS's Early Learning Goals.

Statutory and Non-Statutory Requirements

Fletewood School Foundation Stage follows the statutory guidance given by the government in the following document: Statutory Framework for the Early Years Foundation Stage -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

It also follows the non-statutory Development Matters document -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

Safeguarding and Welfare Procedures

We promote good oral health, as well as good health in general, in the Early Years through our Toothbrushing Club. This club happens every day, after lunchtime. It is used to promote:

- The importance of brushing your teeth
- Developing good toothbrushing skills and habits

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

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

Policy Date: September 2024

Review Date: September 2027