



LANGTOFT PRIMARY SCHOOL

Early Years Foundation Stage (EYFS) policy

Article 28 (Right to education) Children have the right to the best education no matter who they are: regardless of race, gender or disability.

Article 29 (Goals of Education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

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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/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) updated in January 2024.

3. Structure of the EYFS

We currently have one Reception class, which has a maximum of 30 pupils and is staffed by one qualified teacher and one teaching assistant.



4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. It is based on the following overarching principles:

- **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships.
- **Enabling environments:** Children learn and develop well in a safe and secure environment where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents/carers.
- **Learning and Development:** Children develop and learn at different rates. Practitioners must be aware of this so that they can identify children who need greater support than others and adjust their practice appropriately.

The characteristics of effective teaching and learning are:

- **Playing and exploring:** - Children investigate and experience things, and 'have a go'.
- **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
- **Creating and thinking critically:** - Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At Langtoft Primary School we understand that children learn best when they are absorbed, interested and active. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults. We understand the importance of stimulating the children's interests, responding to each child's emerging needs and guiding their development through warm, positive relationships coupled with secure routines for play and learning. During the Reception year there is a focus on teaching the essential skills and knowledge in the specific areas of learning to ensure the children are ready for their journey into Year 1.

The EYFS framework includes seven areas of learning and development that are important and inter-connected.

The three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

The three prime areas are:

- **Communication and language**

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- **Physical development**
- **Personal, social and emotional development**

The prime areas are strengthened and applied through four specific areas, which help ignite children's curiosity and enthusiasm.

The four specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

Development Matters, (non-statutory government curriculum guidance for the EYFS), has been used to design an effective early years curriculum.

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. The careful sequencing of our curriculum helps children build their learning over time.

Staff 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. 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, where appropriate.

In planning and guiding children's activities and experiences, staff reflect on the different ways that children learn and include these in their practice. Learning takes place indoors and outdoors and children must have daily access to the outdoor area (unless circumstances make this inappropriate, for example, unsafe weather conditions).

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful activities, and through a mix of adult-led and child-initiated activities. Children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.

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

As children grow older in the reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This helps children to prepare for Key Stage 1.



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5. Assessment

At Langtoft Primary School, ongoing assessment is an integral part of learning and development and these observations are used to shape future planning. Staff also take into account observations shared by parents/carers.

Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement.

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. 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, and discussions with parents/carers. The results of the profile are shared with parents/carers for their child in their end of year academic report.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Assessment informs an ongoing dialogue between practitioners and the Year 1 teacher about each child's learning and development, to support a successful transition to Key Stage 1.

Our provision is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly and all children promptly receive any extra help needed to enable them to progress well in their learning.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents/carers. We believe it is important to encourage all parents/carers to chat, play and read with their children. We encourage this through the workshops and 'learn with your child' events we offer so that parents and/ or carers understand the importance of this and how to support at home.

Parents/carers are kept up to date with their child's progress and development. This is achieved through informal discussions, twice yearly parent consultations and an end of year academic report. The report and EYFS profile results help to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of reception.

The class teacher is assigned as the key person for each child and they ensure that each child's learning and care is tailored to meet their needs. The teacher supports parents/carers in guiding their child's development at home and also helps families to engage with more specialist support, if appropriate.



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7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We believe all children deserve to have an equal chance of success and all children will receive high-quality care in our school.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

We have two staff members with a current paediatric first aid (PFA) certificate and ensure that at least 1 person is on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. All other staff members hold a first aid certificate.

We promote good oral health, as well as good health in general, in the early years through our PHSE curriculum. Jigsaw 'Healthy Me' covers:

- Understanding the need to exercise to keep their body healthy
- Understanding how moving and resting are good for their body
- Knowing which foods are healthy and not so healthy and making healthy eating choices
- Knowing how to help themselves go to sleep and understand why sleep is good for them
- Washing their hands thoroughly and understanding why this is important especially before they eat and after they go to the toilet
- Knowing about foods that support good health and the risks of eating too much sugar
- Knowing about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

Our PE curriculum also supports children's understanding of good health as well as the planned and child-initiated physical activities that take place in the outdoor area. Stories are also chosen to promote children's discussion and understanding such as 'Alan's Big Scary Teeth'.

The rest of our safeguarding and welfare procedures are outlined in our school's [Child Protection and Safeguarding policy](#).

8. Monitoring arrangements

This policy will be reviewed and approved by AQT Committee every two years of years.

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



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