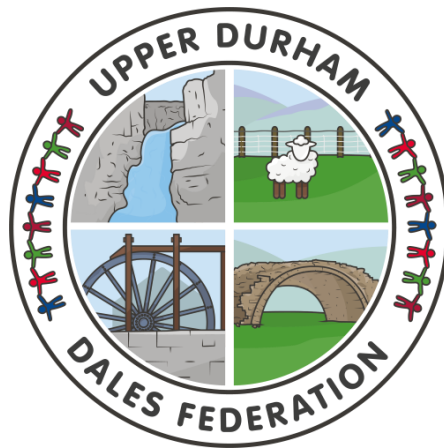


Upper Durham Dales Federation

Rookhope, St John's Chapel and
Wearhead Primary Schools



Early Years Foundation Stage (EYFS) policy

Date of Policy	January 2023
Date to be reviewed	September 2024
Chair of Governor's signature	
Headteacher's signature	

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

Early Years Foundation Stage at all schools in the Upper Durham Dales Federation applies to children from 2 years of age to the end of the Reception year. All of our children within the Early Years Foundation Stage are taught within our EYFS/Key Stage 1 mixed-age classes. Within each class, we have two-year-old provision, 3-4-year-old Nursery provision, Reception children and KS1 pupils. Each class is led by a teacher with QTS and a teaching assistant with an approved Level 3 qualification. Our Nursery provision is governor-led.

In our school, reception children join us at the beginning of the school year in which they are five. Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage (EYFS) is important in preparing children for later schooling. The EYFS curriculum sets out what is expected of most children by the end of the Foundation Stage.

Nursery children are entitled to 15 hours free provision (from the term after they turn 3 years old). Parents can pay for an additional 15 hours provision (at £4.30 per hour, per child and £2-70 per day for school lunch). Some parents may be eligible for these additional 15 hours (which may depend on parents' employment status, income, child's age and circumstances or immigration status). Any applications for additional free childcare can be completed by parents on the gov.co.uk website (www.gov.uk/30-hours-free-childcare).

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

Staff plan activities and experiences for children that enable children to develop and learn effectively. We follow a topic-based curriculum for our EYFS/KS1 classes. 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. 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, 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.

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. Our EYFS children have daily phonics sessions (using the Read Write Inc phonics scheme) and daily maths sessions (following the Write Rose Maths guidance)

5. Assessment

Within each of our schools in the Upper Durham Dales Federation, 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.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 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](#)) and in partnership with other local schools, to ensure consistent assessment judgements. 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 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.

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7. Safeguarding and welfare procedures

Children's safety and welfare is paramount. School staff complete daily risk assessments for the provision that is accessed by the children in EYFS and take appropriate action to remove any potential risks. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risk. We adhere to the school policies, procedures and documents in place to ensure children's safety. Outside agencies are actively encouraged to support the health and welfare of the children in EYFS though working closely with school staff.

We promote good oral health, as well as good health in general, in the early years through our PSHE curriculum. We follow [statutory guidance](#) for safety around supervised tooth brushing.

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 EYFS leader every 2 years or when legislation changes.

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

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
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 See late/non-collection of children policy
Procedure for dealing with concerns and complaints	See complaints policy