



# Coastal Learning PARTNERSHIP

## Early Years Foundation Stage (EYFS) policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement
Policy Ratified:	October 2024
Review Date:	October 2027

Additional School Procedure	
Committee:	
Procedure Adopted:	
Review Date:	

Note to Heads:

This policy only applies to schools that have pupils in the Early Years (Reception and Pre-school/nursery). Paragraph 2 and 5 in section 5 describe the guiding principle of assessment in EYFS. Sections 6 and 7 require a school specific details regarding your approach to curriculum and working with parents.

## 1. Aims

This policy aims to ensure:

- Children access a broad and balanced curriculum that provides them with the 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 equity of opportunity and anti-discriminatory practice.

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies](#). It should be read alongside the following policies:

- Safeguarding policy and procedures
- Administering medicines policy
- Procedure for dealing with concerns and complaints
- Pupils with SEND
- Admissions Policy

## 3. Responsibilities

Full Trust Board

- Ensure an appropriate and compliant policy exists and is reviewed on a triennial basis or when statute/guidance changes;
- Ensure that individual schools within the Partnership comply with statutory reporting arrangements in relation to the EYFS.

Local Governing Body

- Hold school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties set out in the statutory framework;
- Establish the appropriate staffing and funding arrangements for pupils within the EYFS;
- Consider the appointment of a link Governor for EYFS where this is identified as a priority for improvement with school specific improvement plan;
- Publish information on the school website that sets arrangements for new starters in EYFS, including the right for parents/carers to access fulltime education from the beginning of the academic year.

Headteacher

- Develop the school specific approach to delivery of the EYFS framework through its chosen curriculum whilst ensuring collaboration with the wider Partnership;
- Provide the LGB with a termly update on the EYFS through the school status report
- Ensure compliance and participation with the Partnership's reporting arrangements in relation to assessment;
- Ensure school representation at Partnership moderation and network events;

- Make arrangements for the induction of pupils at the start of EYFS, including through engagement with families and other EYFS settings;
- Work with the Local Authority to place pupils in accordance with the Admissions code and SEND code.

#### **4. Applying the EYFS framework**

Partnership schools are required to comply with all aspects of the framework with a particular focus on the requirements for learning and development and for safeguarding children and promoting their welfare.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences for children in all early years settings;
- The early learning goals that providers must help children work towards;
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

The safeguarding requirements cover the steps that providers must take to keep children safe and promote their welfare. Schools must refer to the Partnership's Safeguarding and Child Protection Policy and Procedures.

#### **Areas of Learning**

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

#### **5. Assessment**

Within the first 6 weeks that a child starts reception, staff must administer the Reception Baseline Assessment (RBA). Children can only be dis-applied from this assessment in extremely limited circumstances, for example a profound special need that would prevent participation.

Partnership schools must submit a summative assessment at the end of the autumn and spring terms against the seven areas of learning. These assessments should be informed by professional discussion about the development of each child.

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.

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

There is no requirement for teachers to gather burdensome evidence to support their judgements, over and above that which a child would ordinarily produce at school.

## **6. Our chosen approach to curriculum**

<https://heatherlandsprimaryschool.secure-primariesite.net/early-years-curriculum-statement/>

<https://www.heatherlands.poole.sch.uk/heatherlands-curriculum-by-subject-areas/>

## **7. Our chosen approach to working with parents and/or carers**

At Heatherlands we value all parental support and believe that parents play a crucial role in their child's learning and development. All parents are encouraged to read with their child regularly and are supported if they lack the confidence or skills to do so.

In the first week at school the children have a part time timetable. The children then start full time on the Monday of the second week. During the afternoons of the first week the teacher's hold parent/child meetings, where the parent and child come into school to meet and work with the teacher and teaching assistant. We also conduct home visits for children who are deemed vulnerable. This is a crucial part of building strong home/school links and relationships. The parents have the opportunity to ask any question or voice any concerns during this time that they may not want to ask or voice in front of other parents.

Workshops are provided within the Autumn term, which include phonics and early reading, early maths and early writing. Parents/carers are invited to come along and discuss our whole school approaches as well as having the opportunity to ask questions. Parents/carers are invited into school in the Autumn term to meet the SLT at an EYFS coffee morning. This is a time to get to know our new parents and to share our vision for their children whilst at Heatherlands.

Throughout the year, we encourage parents to complete WOW moments, linked to the school values as regularly as they see fit. This is a lovely way of sharing something the children have done at home with the rest of the class and celebrating achievements, which have happened outside of school.

We welcome all parents who wish to come and hear our children read. Reading to a grown up often is crucial so any extra support is greatly appreciated. We also invite parents/carers in to school to attend phonics lessons weekly through 'Phonics Thursday' sessions. This enables parents and carers to see and join in with phonics lessons and to demonstrate how we teach phonics and early reading.

Home Learning is sent home regularly and is linked to our theme and knowledge organiser. The home learning is achievable for all children and we aim to encourage parental engagement through detailed discussions based on the current theme's vocabulary.

Parents and/or carers are kept up to date with their child's progress and development throughout the year. The progress check details the children's characteristics of effective learning and the EYFS profile at the end of the year helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents are invited to 2 parents evenings within a school year and also have an opportunity to discuss the end of year profile in the summer term if they require it.

### 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	<a href="https://heatherlandsprimaryschool.secure-primariesite.net/policies/">https://heatherlandsprimaryschool.secure-primariesite.net/policies/</a>
Administering medicines policy	<a href="https://primariesite-prod-sorted.s3.amazonaws.com/coastal-learning-partnership/UploadedDocument/c2774b35-0eab-4fb6-87fe-a03f6a68af56/first-aid-and-medical-conditions-managing-medication-march-2023.pdf">https://primariesite-prod-sorted.s3.amazonaws.com/coastal-learning-partnership/UploadedDocument/c2774b35-0eab-4fb6-87fe-a03f6a68af56/first-aid-and-medical-conditions-managing-medication-march-2023.pdf</a>
Procedure for dealing with concerns and complaints	<a href="https://heatherlandsprimaryschool.secure-primariesite.net/policies/">https://heatherlandsprimaryschool.secure-primariesite.net/policies/</a>
Pupils with SEND	<a href="https://heatherlandsprimaryschool.secure-primariesite.net/policies/">https://heatherlandsprimaryschool.secure-primariesite.net/policies/</a>