

# Early Years Foundation Stage (EYFS) policy

Portfield School

<b>Policy number</b>	
<b>Title</b>	EYFS
<b>Approved by</b>	Governing Body
<b>Date of approval</b>	November 2021
<b>Review date</b>	Bi-Annually
<b>Owner</b>	Headteacher

<b>Approved by:</b>	<b>Date:</b> November 2021
<b>Last reviewed on:</b>	N/A
<b>Next review due by:</b>	November 2023

## 1. Aims

This policy aims to ensure:

- That students 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 student makes good progress and no student gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every student is included and supported through equality 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 from September 2021](#).

## 3. Structure of the EYFS

Portfield School has an Early Years Class which supports students who are aged 4 and older. Portfield School operates in mixed aged classes and students can be in the EYFS Class for more than one year if this is appropriate for their additional needs.

Classes that support students in Key Stage 1 adopt an Early Years model of outdoor continuous play and child-led learning.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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 students that enable students to develop and learn effectively. In order to do this, staff working with the youngest students 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 student has a special educational need or disability in addition to their autism, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding student's activities, staff reflect on the different ways that students 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 student's emerging needs and interests, guiding their development through warm, positive interaction.

As students grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help students prepare for more formal learning, ready for The Bridge and Key Stage 1.

### **5. Assessment**

At Portfield School, ongoing assessment is an integral part of the learning and development processes. Staff observe students 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 4 and 5, 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.

At the end of the EYFS, staff complete the EYFS profile for each child. Students 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 students 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.

Each student is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. The key person does not work with their key student every session of every day.

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

We promote personal care and toileting, as well as good oral health in general, in the early years by:

- Designing toileting programme to support students to recognize when they need to use the toilet
- Staged approach to toileting with the support of parent/carers.
- Reward/sticker charts for using the toilet.
- Personal care packs for each student including their nappies/underwear.
- All staff in the relevant classes take part in personal care and toilet training.
- Promoting handwashing and hand hygiene.

When appropriate we introduce oral hygiene, desensitization programme for tooth brushing and supervised tooth brushing. This starts once the students are wearing underwear and more independent with their toileting.

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 Headteacher every 2 years.

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