

PS06 EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Policy Number	PS06
Policy Name	Early Years Foundation Stage (EYFS) Policy
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Owner	Headteacher
Reviewing Body	Approved by the Headteacher, ratification by SGB October 2024

Version	Amendments	Date	Initials	Publish on Website?
0.0	Original	November 2021	HT/SGB	
1.1	2 year review	October 2024	HT	Yes

1. Aims

- Practitioners follow the key features of effective early years practice.
- 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 \(EYFS\)](#) for 2023.

3. Structure of the EYFS

Portfield School Early Years Class supports students who are in Reception or Year 1. Portfield School operates in mixed aged classes and students may 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 also adopt an Early Years model of learning through play.

The Early Years Foundation Stage Statutory Framework provides four overarching principles which shape the classes following an Early Years model's practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

- Importance of **learning and development**. Children develop and learn at different rates.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2023.

The EYFS statutory 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**
 - Listening, attention and understanding
 - Speaking
- **Physical development**
 - Gross motor
 - Fine motor
- **Personal, social and emotional development**
 - Self-regulation
 - Managing self
 - Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- **Literacy**
 - Comprehension
 - Word reading
 - Writing
- **Mathematics**
 - Numbers
 - Numerical patterns
- **Understanding the world**
 - Past and present
 - People, culture and communities
 - The natural world
- **Expressive arts and design**
 - Creating with materials
 - Being imaginative and expressive

4.1 Planning and Teaching

Each student accesses an individualised curriculum planned to support progress towards outcomes identified on their Education Health Care Plan (EHCP), therapy goals and next steps in each of the 7 areas of learning. Staff working with the students with the most complex needs focus strongly on EHCP outcomes, therapy goals and the 3 prime areas.

The Early Years staff carry out observations and assessments of each individual student to identify their strengths and areas of need and design activities to support progress towards their next steps.

Staff use a mixture of child-led, adult initiated and adult directed activities which are delivered through the use of indoor and outdoor continuous provision as well as adult led group or 1:1 activities. The day has high levels of structure and staff adopt a range of Autism specific approaches.

Long term plans are used to identify a topic or theme for each half term, medium term plans then break this down to look in depth at each of the 7 areas of learning. Short term plans identify specific learning outcomes for each student and how these will be worked on in the lessons.

Whilst planning staff also consider the characteristics of effective teaching and learning as we uphold the view that these underpin learning.

Three 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, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

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. This information is used to shape the teaching and learning experiences for each child. Monitoring of the students takes place through regular observations, discussions, photographs, videos, record keeping and planned assessment. Staff also take into account observations shared by parents and/or carers.

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. EYFS profile data is submitted to the local authority upon request.

As a school we have links with other Early Years teachers and practitioners in the Bournemouth, Poole and Christchurch area. We attend termly networks and moderation sessions which are supported by the Early Years Improvement Advisor at BCP Council. The sessions ensure accurate assessments and ensure staff stay up to date on news and developments.

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. School staff have daily contact with parents/ carers through Tapestry care diaries, email and face-to-face handovers. School staff add observations to Tapestry so parents/ carers can see what their child is working on at school and parents/ carers are encouraged to comment and

add their own observations from home to support school assessments. We hold parents evening once a term and EHCP reviews are carried out annually and every six month for under 5s.

Parents also receive an end of year report detailing progress within the Characteristics of Effective Learning, enrichment activities and progress identified under the EHCP headings:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental health
- Sensory and Physical
- Independence and Self-care

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 have at least 1 person with a current paediatric first aid (PFA) certificate 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.

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

- Designing toileting programs to support students to recognise when the need to use the toilet
- Staged approach to toileting with the support of parent / carers.
- Promoting handwashing and hand hygiene.
- Introducing oral hygiene and desensitization programs for 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 Headteacher every 2 years.

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

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	SP3 Child Protection and Safeguarding Policy
Procedure for responding to illness	
Administering medicines policy	PS16 Management and Administration of Medication Policy
Emergency evacuation procedure	Fire Evacuation Plan (Internal Document)
Procedure for checking the identity of visitors	SP3 Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	SP3 Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	SP17 Feedback, Compliments and Complaints Policy