



Freeman Community Primary School

Early Years Policy

Adopted: April 2014

Reviewed and updated: October 2024

Signed: Susan Hayter

Position: Chair of Governors

Review date: October 2026

AIMS

At Freeman Community Primary School we aim to:

- Foster personal, social and emotional wellbeing and provide opportunities for each child to develop confidence, self-esteem and feel valued as members of the school community.
- Promote positive attitudes to learning and develop pupils as enthusiastic, confident and successful learners.
- Develop pupils' social skills enabling them to listen to each other, cooperate and work harmoniously together.
- Provide a rich and varied curriculum to stimulate and challenge all pupils at this stage of learning in order that they achieve the **Early Learning Goals**, which is the overarching aim of the EYFS.

OBJECTIVES

Pupils will:

- Follow the Steps for learning outlined in the Early Years Foundation Stage Practice Guidance and follow the long/medium term plans as indicated in the school's own guidelines.
- Be expected to achieve to the best of their abilities.
- Develop a range of key skills.
- Explore, develop and represent learning experiences to help them make sense of the world.
- Learn how to control impulses and understand the need for rules.
- Develop independence skills and strategies.

Staff will:

- Become familiar with the EYFS policies and principles
- Provide a balanced teaching programme promoting pupils' learning in:-
 - **Communication and language**
 - **Literacy**
 - **Maths**
 - **Knowledge and understanding of the world**
 - **Personal, social and emotional development**
 - **Physical development**
 - **Expressive arts**

All the areas are equally important and will be delivered through planned purposeful play, both indoors and outdoors.

- Use a range of teaching and learning styles.
- Have high expectations of pupils.
- Follow pupil interests to develop planning that is responsive to the needs and interests of the child.
- Provide a balance between adult led and child initiated learning
- Encourage pupils to develop positive attitudes to each other and to learning.
- Respect the views of parents and carers, liaise and work in partnership with them for the benefit of the children.
- Provide an enabling learning environment that is caring and stimulating.
- Act as a key worker for the pupils in their care. **All staff in Reception hold the responsibility of key worker.**
- Assess pupil progress and plan for progression.

ROLES & RESPONSIBILITIES

EYFS Lead

The EYFS lead is responsible for:

- Auditing resources on a yearly basis.

- Managing the budget for the EYFS.
- Ordering resources or signing ordering forms to give consent.
- Reviewing planning on a regular basis.
- Monitoring assessment procedures.
- Monitoring pupil progress.
- Ensuring Tapestry is used to record observations.
- Reviewing, monitoring and evaluating Early Years Foundation Stage provision.
- Organising and maintaining a record of staff training and development initiatives.
- Promoting the development of all aspects of EYFS to everyone connected with the school.
- Liaising with staff, parents, pupils and outside agencies.
- Involving this phase of our school in community cohesion.
- Liaising with the Headteacher on a regular basis to discuss progress in the EYFS.

THE HEAD TEACHER

The Head Teacher is responsible for:

- Maintaining an overview of the Early Years Foundation Stage.
- Ensuring compliance with current legislation.
- Ensuring EYFS meets statutory requirements.
- Disseminating any new information relating to the Early Years Foundation Stage.
- Overall management of the budget.
- Co-coordinating the work of EYFS lead.
- Monitoring standards of achievement in partnership with the lead.

THE TEACHING STAFF

Teaching Staff are responsible for:

- Providing a warm, welcoming and stimulating learning environment.
- Teaching the pupils in accordance with the Practice Guidance of the EYFS.
- Ensuring all children access the EYFS curriculum as set out in the school guidelines.
- Ensuring that pupils have easy access to the correct equipment and resources.
- Ensuring that resources are labelled and stored tidily
- Reporting resource use / shortfalls to coordinator in order to maintain/improve resource levels.
- Making assessments to record progress against the Early Learning Goals and Development Matters on Tapestry.
- Participating in moderation activities as presented by the Trust and Local Authority.

NON-TEACHING STAFF

Non-teaching staff are responsible for:

- Supporting teaching staff.
- Following EYFS guidelines.
- Working with the teacher to plan pupil learning, assess achievements and report to parents where appropriate.
- Taking responsibility for daily preparations of the learning environment.
- Participating in assessments and observations against the Early Learning Goals.

ENTITLEMENT

All pupils in the EYFS phase will have access to the full EYFS curriculum regardless of their gender, religion or ability with appropriate additional support where necessary.

SCOPE

This policy will apply to all children years in our Early Years Foundation Stage (Reception Class).

ASSESSMENT AND RECORDING

Assessment of the EYFS will be outlined in the school's policy for Assessment. We will use the **NFER Baseline** Assessment, Tapestry (EYFS profile) to record observations and assessments of each child's achievements, interests and learning styles. Assessments will be based on practitioners observations and knowledge of what children are doing in their day-to-day activities. At the end of the EYFS, progress will be reported to the LA using the completed LA profile and to the Trust using Arbor assessment. Children's progress will be reported to parents through Parent / Carer Evenings in the autumn and spring terms in addition to a brief effort report at the end of the autumn and spring terms. A written statement will be made at the end of the summer term for all Reception Children.

ORGANISATION

The teaching of children in the EYFS allows for direct and indirect teaching and provides opportunities for pupils to practice skills independently through well planned, purposeful play. Children will be taught key skills and knowledge of the **seven** areas of learning in a range of ways as defined by the practice. This will include individual, paired, group or whole class teaching as appropriate. Visits and visitors as well as a practical, experiential approach will be encouraged. There will be an equal balance of adult led and child initiated learning opportunities. Work will take the form of discussion, role play, structured play, observation, exploring using the senses, pictures, paintings, models, maps and diagrams, writing, dance, music or dramatic presentation.

EVALUATION

The effectiveness of our teaching in the EYFS will be:

- Measured against EYFS criteria to ensure coverage of Early Learning Goals.
- Monitored through learning walks and focused spot lights on teaching and learning.
- Monitored through our assessment procedures to ensure progression and understanding.
- Monitored through observations.
- Reviewed in line with the policy review timetable.