



Wellsprings Primary School

Wellsprings Foundation Stage Unit

Early Years Foundation Stage Policy



Approved by the Governing Body of Wellsprings Primary School:

Next review due by: July 2024

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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
- Close partnership working between practitioners and with 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 EYFS

At Wellsprings, we have Reception children in two classes, Red and Grey Squirrels, both led by full-time teachers and supported by teaching assistants. Our Squirrels Nursery takes children from their 3rd birthday and is led by a qualified early years practitioner and supported by up to three teaching assistants. Together these classes form Wellsprings Foundation Stage Unit and are overseen by the EYFS Lead. Each day the children will spend time learning in their individual classes as well as joining together for well-planned continuous provision sessions in both the morning and afternoon. Please read our EYFS Fees Policy for more information about our funded nursery offer.

4. Curriculum

Our early years setting has a well-planned curriculum which meets the requirements of the 2021 EYFS Statutory Framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are further 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. In order to do this, practitioners 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 engage with parents/and or carers** to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners 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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children develop, increased adult-led activities help children prepare for more formal learning, ready for year 1.

5 Assessment

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. Practitioners also take into account observations shared by parents and/or carers. These observations are completed using the online assessment journal, Tapestry.

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, or
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers in a written report.

6. Working with parents

We recognise that children learn and develop well when there is strong **activate engagement** between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile on Tapestry helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In the Nursery, each child 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.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our school safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Foundation Stage Coordinator, Headteacher and the Governing board every 2 years.

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

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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
Procedure for dealing with concerns and complaints	See complaints policy

Review

This policy will be reviewed every year.

Date policy was adopted	March 2019
Policy Reviewed	July 2020, 2021,2022,2023
Date of next review	July 2024