



Seething & Mundham Primary School EYFS Policy

Author / Edited by	Vicky MacKenzie Headteacher
Date	September 2024
Review Body	Sapientia Trust
Review frequency & next review due	Annually – September 2025

Early Years Foundation Stage Policy

Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum.....	2
5. Assessment.....	3
6. Working with parents.....	4
7. Safeguarding and welfare procedures	5
8. Monitoring arrangements	5

Aims

1.1 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

2.1 This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

2.2 This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

3.1 At Seething & Mundham, children are taught in a mixed class of reception and year 1, with up to 30 children.

4. Curriculum

4.1 Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

4.2 The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

4.3 Seething & Mundham Primary also supports children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics

- understanding the world
- expressive arts and design

4.4 Four guiding principles shape practice in Seething and Mundham Primary School's early years setting. These are:

- 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, including children with special educational needs and disabilities (SEND).

5. Planning

5.1 Staff plan activities and experiences for children that enable children to develop and learn effectively. To do this, practitioners working with the youngest children are expected to focus strongly on the three prime areas.

5.2 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 consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

5.3 In planning and guiding what children learn, teachers at SMPS reflect on the different rates at which children are developing and adjust their practice appropriately. 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

6. Teaching

6.1 At Seething and Mundham Primary School, teachers consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

6.2 Teachers respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. When working with the youngest children, teachers ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. Emphasis is placed on the importance of developing, phonics and language as well as extending vocabulary.

6.3 For those children whose progress in any prime area gives cause for concern, teachers discuss this with the child's parents and/or carers and agree how to support the child, considering whether a child may have a special educational need or disability which requires specialist support.

6.4 At Seething and Mundham Primary School, we recognise that our school community is diverse. For children whose home language is not English, our school takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. This is achieved through working with external practitioners, bilingual picture books and using the NELI programme.

7. Assessment

7.1 Assessment at the start of the reception year – The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. It is carried out by the class teacher following training from the DfE's Reception Baseline Assessment Portal.

7.2 At Seething and Mundham Primary School, 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. Staff record these observations on PLOD sheets (Possible Lines of Development). These observations are used to shape future planning. Teachers also take into account observations shared by parents and/or carers. The online assessment portal Tapestry is used to allow for up-to-date sharing of information between practitioners and home.

7.3 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

7.4 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.

8. Working with parents

8.1 We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

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

9. Safeguarding and welfare procedures

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

10. Monitoring arrangements

10.1 This policy will be reviewed and approved by the Headteacher every year.

10.2 At every review, the policy will be shared with Sapientia Trust.