

'...those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.' Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Charing Church of England Primary School Early Years Foundation Stage (EYFS) Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2023	EYFS lead
Date of new review	September 2026	EYFS lead

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.

Compassion Friendship Forgiveness Resilience Hope

1. Introduction

Early Years Foundation Stage (EYFS) education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Charing CE Primary School. The implementation of this policy is the responsibility of the adults working within the EYFS setting and is overseen by the Early Years Lead.

In the policy the term 'setting' refers to the Early Years education provision at Charing CE Primary School and the term 'practitioner' refers to any adult working within the setting. This is available to children who enter the school from September of the academic year in which they will be five years old. These children are in the final year of the EYFS. In the National Curriculum this is referred to as the Reception Year or Year R.

2. Aims of the Early Years Foundation Stage

The EYFS is based upon these principles:

- A Unique Child – developing resilient, capable, confident and independent individuals.
- Positive relationships – supporting the children in developing compassion through listening, caring, compromise, patience and respect.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioner, parents/carers and the child.
- Learning and developing – an acknowledgement that children learn in different ways and at different rates.

At Charing CE Primary School, we aim for every child to reach a 'good' level of development, as defined by the government. A child is judged as reaching a 'good' level of development if they have reached the 'Expected' level in the early learning goals in the prime areas of learning and in the specific areas of maths and literacy. Further information regarding early learning goals can be found in Section 6 of this policy.

3. The Early Years Foundation Stage Framework

Teaching in the EYFS setting at Charing CE Primary School is delivered in accordance with the government's statutory document 'Early years foundation stage statutory framework' (September 2024).

The curriculum is centred on **three prime** areas of learning:

- **Communication and language** (listening and attention, understanding and speaking)
- **Physical development** (moving and handling, health and self-care)
- **Personal, social and emotional development** (self-confidence and self-awareness, managing feelings and behaviour and making relationships)

These prime areas are then underpinned and strengthened through **four specific** areas of learning:

- Literacy (reading and writing)
- Mathematics (numbers and shape, space and measure)
- Understanding the World (people and communities, the world and technology)
- Expressive arts and design (exploring and using media and materials and being imaginative)

These prime and specific areas breakdown further into **17 Early Learning Goals (ELGs)**.

When planning in the EYFS, practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the 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 activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Teachers within the EYFS use the 'Development Matters in the Early Years Foundation Stage' document to inform their planning:

"Development matters can help practitioners to support children's learning and development, by closely matching what they provide to a child's current needs."

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

4. Planning in the Early Years Foundation Stage

Practitioners complete a long term plan of the topics that they will cover each year, a medium term plan each term to show coverage of 'Development Matters'. Weekly planning for the Read, Write Inc. phonics programme, maths and child initiated activities are also completed following a review of the previous week's learning and take into account children's interests.

5. Learning Environment

The EYFS classrooms are open-plan and allow children to access their environment during child-initiated time. The outdoor learning area is also set up to reflect the seven core learning areas and children have dedicated time outdoors to explore this area and develop those skills.

6. Assessment in the Early Years Foundation Stage

Ongoing assessment in an essential aspect of the EYFS setting, a record of each child's progress in all areas of their learning is kept on Bromcom, our school tracking system. The main assessment method in the EYFS is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Samples of children's experiences are gathered by adults using a tablet along with photographic evidence and observations are collated and recorded on the child's own profile on Tapestry. Practitioners use observations to support their developing knowledge of individual children.

Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps in their learning and development. Practitioners will carry out early assessments against the Development Matters age bands during the children's first few weeks within the setting and progress is measured from this baseline. Practitioners submit summative data for each child against the Development Matters age bands on a termly basis.

Practitioners must assess all children against the EYFS Profile at the end of the reception year. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Practitioners must state whether a child is meeting the expected levels of development (Expected) or are not yet reaching the expected levels of development (Emerging). Teachers must also comment on the 'Characteristics of Effective Learning'; playing and exploring, active learning, and creating and thinking critically. This is then shared with the Year 1 teachers as well as parents/carers.

7. Parents as Partners

At Charing CE Primary, we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. Parents will have the opportunity to discuss their child's progress at Parent Consultation evenings. Parents are kept informed of what is happening in the setting through regular letters, invitations to join the classroom, reading records and informal meetings where appropriate. The school has an open-door policy and staff are always available to discuss any questions from parents.

8. Transition

Before children start in the setting, they are expected to attend a series of visits during the summer term with their parents and also without. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment. Practitioners will also go and visit the children in their current pre-school settings. The aim of these visits is to develop the practitioner's knowledge and understanding of each child in order to make the transition period as smooth as possible.

A meeting for new parents is also held in the summer term. A short presentation is given by the EYFS Lead, the EYFS teacher and the Headteacher. At this meeting, information regarding the induction process and what goes on in the setting is shared. School information packs will be distributed to parents in this meeting.

From September children usually attend the setting part-time for up to two weeks and then full time thereafter. Home visits are arranged in the first few days of term for practitioners to visit each child in their home environment. This enables practitioners to learn about and understand the needs of each individual child and is also an opportunity for parents' questions in an open and informal setting.

See the Admissions Policy for more information.

9. Ofsted and the Early Years Foundation Stage

Ofsted Inspectors are required to write a section in the inspection report that summarises the effectiveness of the Early Years' provision and to provide a grade for it.

The inspector/s will make judgements on the following;

- overall effectiveness
- the quality of education
- behaviour and attitudes
- personal development
- leadership and management.

Inspectors use a four-point scale to make all judgements.

- grade 1: outstanding
- grade 2: good
- grade 3: requires improvement
- grade 4: inadequate.