

Early Years Foundation Stage (EYFS) policy

Portishead Primary School

Approved by: [Name]

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1. Aims

This policy aims to ensure:

- All children are happy, feel secure and are healthy and safe
- 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 school staff 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

3. Structure of the EYFS

The EYFS at Portishead Primary school includes 2 classes of up to 30 children in our Reception year. At Portishead Primary School children are admitted to reception in the September following their fourth birthday.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS 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
- Physical development
- Personal, social and emotional development

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

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Throughout the academic year we will deliver a curriculum where each of the seven areas of learning are taught in the inside and outside environment. The prime areas underpin each child's ability to achieve well across the other areas and so in the early stages of the year these will take priority. As the year progresses the balance will shift to a more equal focus across all of the areas. Our curriculum will also ensure that children are included in whole school behavior system and take part in all whole school curriculum events. In short we will provide a curriculum that:

- Is more than a repeat of their pre-school/nursery experience.
- Where language and literacy is prioritised and sufficient time is given to spoken language teaching children to read and write.
- With reading at the heart of the curriculum.
- Includes story time as a valued part of the daily routine.
- Where writing is taught to a high standard and the children were able to write simple sentences and more including spelling of phonetically regular words and common exception words, posture and pencil grip, use of exercise books and writing at tables to support good pencil grip.
- Includes a maths curriculum building towards the Year 1 NC Programmes of Study.
- Delivers a judicious balance of direct whole school teaching, small group work, partner work and play.

4.1 Assessment and 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 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. Our practice is always developing and in formulating our approach the school has considered best practice shared in the Ofsted publication, "Bold Beginnings".

Play is essential for children's development, building their confidence as they learn to explore, to problem solve and build relationships. They learn by leading their own play and by taking part in play that is carefully scaffolded by adults.

Through observations and focussed discussion and questioning, pupils' knowledge and understanding are assessed. School staff and parents play equally important parts in the education of each child and can add assessments and commentary to our online interactive learning diaries (ILDs). Achievement and progress will be evidenced through photographs, videos and comments which will be added to the ILDs and used to form assessment judgements. Curriculum planning will be based on these assessments, carefully considering the next steps for each child and the class.

At regular points throughout the year, summative assessments will be made for each learner. This data will be analysed and used to identify any areas of learning that need to be prioritised. At the end of each year the end of year data will be used to produce an action plan for next year's cohort and shared with the Year 1 team to help plan the next face of their education.

5. Starting School at PPS

The 60 children that start school each September will be organised into 2 classes of 30 children. This is done before the information evening in June so that parents can find out which class their child will be on at that time.

Classes need to have an equal mix of boys and girls and autumn, spring and summer birthdays. We also try to ensure that children with any additional needs are spread equally. Parents of twins/triplets are given the choice of whether to have them in the same class or in different classes.

Our staff will visit as many pre-school settings as possible to gather information to help guide our decisions.

In September our children will begin school with a staggered start. This enables children to become familiar with the school environment and our routines as well as beginning to form relationships with other children and staff in much smaller groups. This time is also used to make assessments and to support children individually before the whole class comes together.

6. Transition in to Year 1

We believe that a smooth transition into Year 1 is key to continued success for our children. Reception and Year 1 teachers meet regularly through the year to look at learning and make shared assessment judgements. In term 5 they will meet to plan the transition journey between the 2 year groups. We prepare our children for this change by:

- Providing opportunities where possible for the new teacher to spend time observing and getting to know pupils in their existing classes.
- Having a meet the new teacher morning in July where pupils met the new teacher in their new classrooms and enjoy some fun learning activities together as well as allowing the children to ask questions about the year ahead.
- Altering the style of teaching and learning gradually so that children begin to get used to a more formal teaching style. This will be carefully planned based on the maturity and needs of each cohort.

At the end of Reception the class teacher will create a report on each child based on the EYFS profile deciding against each Early Learning Goal whether each child is “emerging”, “expected” or “exceeding”. A school report will be sent home which parents can also arrange to discuss with class teachers before the end of the summer term.

Year 1 teachers will be involved in some moderation of these final judgements. The Year 1 teachers will be given copies of these final assessments and will meet with the reception teacher to information share in preparation for the following September.

At the beginning of Year 1 class teachers will use this information to plan accordingly and will use a more play based approach to learning as the classes get used to their new surroundings and the more formal approach to the National Curriculum.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy which can be found on our website.

8. Monitoring arrangements

Our EYFS team will follow the principles outlined in this policy and its implementation will be monitored through learning walks, and scrutiny of the ILDs and work that children produce, according to our whole school monitoring schedule. The phase leader responsible for the EYFs will produce an impact report for the headteacher 3 times a year, raising any issues that need discussing and sharing assessment information and any associated action planning to ensure that all children are making good progress. They will also attend the local governing body meetings 3 times a year to summarise progress of the cohort and the impact of their action planning.