



Early Years Foundation Stage (EYFS) policy

STONE BAY SCHOOL

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Mission Statement

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has achieved the Bronze Award: Rights Committed

This policy is written with reference to:

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community

Article 24 (health and health services) Every child has the right to the best possible health

Contents

1. Aims..... 3

2. Legislation..... 3

3. Structure of the EYFS..... 3

4. Curriculum..... 4

5. Assessment..... 5

6. Working with parents..... 6

7. Safeguarding and welfare procedures.....6

8. Monitoring arrangements..... 6

Appendix 1. List of statutory policies and procedures for the EYFS.....7

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
- A close working partnership between staff and 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 the EYFS

Children joining our reception class at Stone Bay may be joining from mainstream or specialist nurseries or may not have been in an educational setting prior to joining. Wherever children are joining us from, we work closely with families and previous key staff and ensure a smooth and successful transition through transition visits and meetings.

Stone Bay has one reception class with 8 pupils who are supported by a team of one teacher and up to three support assistants. Whilst we take the pupils' age into account, how children are placed is flexible and depends on individual needs or abilities.

4. Curriculum

Children entering Stone Bay at reception age will be joining a school with an ethos that recognises early childhood as a unique experience in itself, as well as setting the foundations for future learning. Our Reception class aims to provide a protected space in which all children can experience themselves as learners. We recognise that this may be a child's first encounter with formal education and we work to ensure that children experience a flexible yet predictable, inclusive environment; this provides a good balance of security and appropriate levels of challenge. We aim to support children to develop their engagement, enjoy learning and experience themselves positively leading to a positive sense of self.

EARLY INTERVENTION We recognise that where children have special needs or disabilities, it is important that these are identified at an early stage and that identification leads directly to early intervention and support for families and children. We involve parents/carers and all other professionals in the Early Years to meet the needs of each individual child through an open, innovative child-centred curriculum, based on the revised EYFS (September 2021).

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

4.1 Planning

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff 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. In planning and guiding children's activities, staff 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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Teaching activities have a strong focus on communication and interaction. Staff focus on identifying the pupils' interests and motivators, for pupils to have positive and meaningful interactions with adults and peers and to enable children to make requests and choices.

Teaching can include the use of a variety of specialist strategies which are based on the individual strengths and needs.

5. Assessment

At Stone Bay 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. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

We assess pupil progress by making observations and linking these directly to pupil engagement and to the developmental framework 'Birth to 5 Matters' using the online assessment tool 'Evidence Me'. Within Evidence Me, we use the 'Birth to 5 Matters' guidance to assess our pupils' progress within the seven Areas of Learning and Development towards the Early Learning Goals.

We recognise that our pupils may require a longer period of time to be able to demonstrate progress in these areas and we therefore extend the assessment of attainment within the Early Years Framework into Key Stage 1. The Birth to 5 Matters guide provides the support to fully implement the new and revised EYFS framework as introduced nationally in September 2021.

Birth to 5 Matters describes the progress in each area across 6 Ranges – this differs from the previously used age ranges. It supports us in considering each Unique Child on their individual development pathway instead of setting the focus on age-linked patterns of development and learning.

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
- Not yet reaching expected levels ('emerging')

EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers and we pride ourselves on creating strong and trusted relationships with our families.

Parents and/or carers are regularly kept up to date with their child's progress and development. Observation reports, reports from SaLT, communication from the class team via Class Dojo, email and phone conversations, parents evening, stay and play opportunities, annual review meetings and end of year reports all help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

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.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by

- regular movement breaks and outdoor learning
- daily teeth brushing
- Developing healthier eating habits by offering 'fun with food' sessions

We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the head of Lower School every 3 years.

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

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

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

