

# Early Years Foundation Stage Policy (EYFS)

Constantine Primary School



**Approved by:** Charlotte Savage &  
LAB

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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
- 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

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

## 3. Structure of the EYFS

At Constantine we have one Reception class which is called Fal Class staffed by a teacher and TA at all times as well as other support staff where needed. We work closely with the Pre-school which is a charity and separate to CPS but situated on our site.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from 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 for children that enable children to develop and learn effectively.

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, 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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

## 5. Assessment

At Constantine, ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their interests and learning styles and use their professional judgement to identify any areas where a child may need extra support to reach the expected level. These observations and judgements 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).

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')

Kernow Learning Academy Trust uses O Track to highlight any concerns each term. The results of the profile are shared with parents and/or carers for their child at the end of the year.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other Trust schools, to ensure consistent assessment judgements. 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.

Parents and/or carers are kept up to date with their child's progress and development via 1:1 parent meetings in the Autumn and Spring Terms and a written report in the Summer. The teacher will inform parents if there is a concern about their child or they are not meeting the expected levels at any point in the year and will work with parents to support learning in this area.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs and in Reception the Key Person is the teacher. The teacher supports parents and/or carers in guiding their child's development at home. The teacher also helps families to engage with more specialist support, if appropriate. The school SENDCO can support with this if necessary also.

## **7. Safeguarding and welfare procedures**

We promote good oral health, as well as good health in general, in the early years by teaching the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- How to brush teeth effectively

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 EYFS lead every two years.

At every review, the policy will be shared with the Local Advisory Board (LAB).

## 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 attendance 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 procedure