

Early Years Foundation Stage Policy



Westgate C.P.
School

Inspire • Create • Learn

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Contents

1. Aims	3
2. Legislation.....	3
3. Structure of the EYFS	3
4. Curriculum	3
5. Assessment	5
6. Working with parents.....	5
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
- 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

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

We have two reception classes with a capacity for 60 children. Children enter Reception at 4 years old and are assessed against the Early Years Framework before moving into Year 1.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 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

4.1 Planning

At Westgate, we organise our timetable to ensure that there is a balance of adult directed and child-initiated learning. This changes as the year progresses to meet the needs of the children.

Each classroom has a range of resources that are always available for the children to access. This is our Continuous Provision, which is carefully thought out to support the children's learning needs.

The children always have access to:

- A variety of mark making and writing materials
- Construction
- Role play
- Small world
- Creative tools such as scissors, collage and paints
- Maths resources
- A reading area

All resources are clearly labelled, enabling children to look after the resources and tidy away effectively, teaching them independence and responsibility. We teach the children the phrase: 'Choose it, use it, put it away.'

In addition to this, staff plan independent and group learning activities that link to the learning focus that week.

The children have access to a partially covered outdoor area, as well as a larger outdoor area and our 'Forest area' that we use once a week throughout the year.

In the covered area, the children use this space as an extension of the classroom.

Staff always consider the individual needs, interests, and stages of development of each child in their care, and use this information to plan a challenging and enjoyable curriculum. 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.

4.2 Teaching

During the school day, there are three adult led teaching sessions, two of which are Phonics and Maths. The third session changes depending on the focus.

We aim to teach 2 to 3 Literacy sessions with a focus on drawing/ writing (Drawing club and IAACW (I Am A Clever Writer)). We also ensure that we have a balanced curriculum, which includes whole class learning that focuses on creative development, understanding of the world, PSED and PE.

Language and communication is always focus and is interwoven throughout all aspects of teaching and learning.

Each day ends with a story and/or songs and rhymes.

5. Assessment

At Westgate, 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.

Adults also consider observations shared by parents and/or carers. These observations, alongside some informal assessments such as phonics checks, contribute to ongoing assessment.

At the end of the EYFS, staff assess the children against the Early Learning Goals for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Expected
- Below
- Well below

These end of curriculum results are shared with parents.

The team use developmental assessment statements to track the children's progress throughout the year and to identify children's strengths and weaknesses. These assessments are best fit, teacher judgements. These are done three times throughout the year:

- On Entry (within 6 weeks)
- End of Autumn 2 term
- End of Spring 2 term

Our Speech and Language Teaching Assistant assesses each child at the beginning of the academic year using Wellcomm. This identifies children who have communication and language difficulties. They then target children to work with individually or in small groups. We monitor the progress of these children by conducting mid-year and end-of-year Wellcomm assessments.

At the beginning of the year, teachers are required to assess all children using the Reception Baseline Assessment, given to schools by the Standards and Testing Agency (STA).

6. Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development in a variety of ways. We ensure that staff are available to talk with parents before and after school for quick updates and any essential information we may need to know for the day.

We also share observations of each child regularly on our online learning journey, Tapestry, allowing parents/carers to see their child's progress across the curriculum. Parents/carers are invited to add to this themselves from home.

We often use the children's experiences from home in our teaching, for example, when learning about Remembrance we asked our Military families to send in pictures of them at work.

We engage parents in school life as much as possible and parents are regularly invited to join their child in the classroom to play and learn alongside them.

We report to parents through two parent's evening and a written report.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed and approved every 2 years by Georgia McGhee (EYFS Lead), alongside Rhonda Kidd (Headteacher).

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

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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