



Austwick CE (VA) Primary School and Nursery

‘Let your light shine’

Early Years Foundation Stage Policy

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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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Structure of the EYFS

Our Early Years Setting consists of Reception and Nursery children. They are taught in a mixed Reception and Nursery one and two class. The class size is generally around 17 by the end of each academic year.

4. Curriculum and Vision

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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

Our Vision for Outdoor Learning:

At Austwick CofE Primary we firmly believe that learning opportunities evolve through both the inside and outside environments. These areas complement one another by providing different experiences for the children yet reflecting the same learning intentions. We believe that the outdoors provides a larger, louder and messier space for children to explore real and meaningful experiences. It gives them the freedom, space and physical mobility that is both crucial to their well-being and bountiful curiosity for the world.

We are also a strong advocate for the belief that the outdoors naturally lends itself to enhancing the children's communication and language, through providing endless opportunities for social interactions, a space for child-initiated learning, lending itself to enhancing the Characteristics of Effective Learning.

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 curriculum. Adult led activities are planned and delivered to meet the intended learning outcomes identified on progression mapping documents. 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 Austwick CE Primary 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. All children are formally assessed half termly in Maths following White Rose based assessments and Phonics using Little Wandle Assessments. Although it is noted in both of these subjects ongoing assessment is used to ensure that 'keep up' intervention can be provided as necessary. The other areas of the curriculum, which include: Understanding the Word, Personal, Social and Emotional Development, Expressive Arts and Design, Physical Development and Communication and Language are all assessed continuously through staff observation.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). Within the first 6 weeks of starting Nursery, we also complete an ongoing Baseline Assessment to see where the children are at and what experiences they have arrived with.

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')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Birth to 5 Matters [guidance](#)) and in partnership with other local 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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher is responsible for ensuring that their learning and care is tailored to meet their needs. The class teacher supports parents and/or carers in guiding their child's development at home. The class teacher and SENCo also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general. In the early years, our PSHE curriculum includes talking about:

- The effects of eating too many sweet things

- The importance of brushing your teeth

- The importance of a healthy diet

- The importance of exercise

- The importance of sleep

- Mental well being

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

Electronic devices used in the setting include: class computer, ipads, cameras, mobiles (for emergency use only when out of school setting). We have a strict procedure with ensuring that imagery is only used on either our inhouse Tapestry page, website and Facebook page and always seek parental permission first.

8. Monitoring arrangements

This policy will be reviewed and approved by Lisa Allan (EYFS Leader) and Claire Pearson (Head Teacher) every 12 Months.

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