



Shardlow Primary School

Aspire Achieve Thrive



Early Years Foundation Stage Policy

Approved by:	Local Governing Body
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Version Control

Version	Date	Author	Changes
1.1	7.3.19	A Wragg	Inclusion of Tapestry as an assessment/engagement with parents (under 'Parents as Partners'). Transition – stay & play, transition days, webpage
1.2	16.3.20	A Wragg/ K Magner	Inclusion of 'assessment' heading and information. Transition information updated. 'Parents as Partners' – no longer writing interim reports. Inclusion of 'Early Years Foundation Stage' Curriculum Map in Appendix. Removed section on Dyslexia (as it is covered in SEND section) Added section on safeguarding Amended section on Health and Safety Added section on leadership and monitoring and policy review
1.3	20.01.2022	A Wragg	Parents as partners – inclusion of the 'parent voice' form and Class Dojo. Parents as partners – no longer using Tapestry. Amendments to the Development Matters references – removed or updated to the new 2021 framework. Transition – removed the inclusion of the 'class page' to communicate during the transition phase, added Class Dojo instead. Removed Appendix 1 – Early Years Curriculum Map – to be updated in the Summer term with the new curriculum map for EYFS.
1.3	Nov 22	K Magner	Reviewed – no change to content
1.3	June 25	A Wragg	Reviewed- no change to content Formatting changes only Equality, Health and Safety- change of trust reflected (reference to policy)

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1. Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Shardlow Primary School, children join the Reception class in the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

- ***A unique child*** – developing resilient, capable, confident and self-assured individuals.
- ***Positive relationships*** – supporting the children in becoming strong and independent.
- ***Enabling environments*** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- ***Learning and developing*** – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies such as our "gold Book" assembly and rewards, to encourage children to develop a positive attitude to learning. These rewards link to our positive Shardlow Spirit values of *independence, confidence, motivation, respect, responsibility and an open mind*.

2. Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Shardlow Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. Appropriate steps are taken in accordance with the school's SEND policy.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

3. Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Please see the One Academy Trust 'Equality and Diversity Policy' and Shardlow Primary School 'SEND Policy' for more information.

4. Welfare

It is important to us at Shardlow Primary School that all children in the school feel 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See the whole school Safeguarding Children Policy):

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Shardlow Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

5. Positive Relationships

At Shardlow Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. This approach is reflected in the Shardlow Primary School Behaviour Policy which sets out the positive approaches we use to support pupils and staff in building positive relationships.

6. Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school at induction sessions, and through the 'Parent Voice' form during transition;

- The children have the opportunity to spend time with their teacher before starting school during transfer sessions;
- Inviting all parents to a Parents' Evening during the first term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics and early maths;
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of each school year;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: celebration assemblies such as "Spirit Awards", school visits, performances in school and at the local church, special days, coffee mornings and charity events;
- Providing parents with updates and messages through Class Dojo. Also using the Portfolio tool to share 'wow' moments at home/remote learning/in class;
- Written contact through home/school diary as well as the acknowledgement that parents can ring school to contact staff;
- Ensuring all parents know who their child's teacher and teaching assistant are;
- By providing a quiet and confidential area where parents are able to discuss any concerns.

7. Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual books and on 'Tapestry'. Learning occurs through a balance of teacher-led and child-initiated activities.

Play-based learning is paramount and children direct much of their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

8. Learning and Development

Teachers and teaching assistants provide the curriculum in the Reception classes.

There are seven areas of learning and development of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the headteacher in order to access Special Educational Needs support.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Shardlow Primary School we support children in using the three characteristics of effective teaching and learning. These are:

- **Playing and exploring** - children investigate and experience things, and 'have a go';
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2021)

Religious Education is also taught in the reception classes in accordance with Derbyshire guidelines.

9. Transition

From Pre-school/Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to an induction meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.
- The class teacher visits the children in their own settings.
- Two transition afternoons are provided for new starters in the summer term.

- The children attend a whole-school transition day in the summer term also.
- Class Dojo page is set up for 'New Starters' for parents and children to engage in and prepare for starting in September.
- A 'passport to Reception' activity booklet is sent home over the summer holidays for children to complete with their parent/carer(s).

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observations, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting expected levels of development (2), or if they are exceeding expected levels (3), or not yet reaching expected levels (1) ('emerging').

The class teacher meets with the year 1 teacher to discuss each child.

10. Assessment in the EYFS

On-entry

When children enter the Reception class their class teacher conducts a Baseline Assessment. This baseline assessment is a compulsory assessment provided by the Department for Education.

The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created (DfE February 2020).

Spring Term

Children are assessed again in the spring term against the Development Matters Statements to assess progress and attainment.

Summer Term

In the summer term, children are assessed against the Early Learning Goals and the Early Years Profile is completed for each child (see Transition from Reception into Year 1).

11. Safeguarding

In the EYFS we follow the Shardlow Primary School Safeguarding and Child Protection Policy and other safeguarding related policies.

On entry to the EYFS we also verbally present the information included in the following policies:

- Shardlow Primary School Child Friendly Safeguarding Policy
- Shardlow Primary School Anti-Bullying Policy

12. Health and Safety

Information regarding Health and Safety, including specific information regarding the EYFS can be found in the One Academy Trust Health and Safety Policy.

At Shardlow Primary School, there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

13. Leadership and Monitoring

The EYFS policy and provision are led by the EYFS leader in collaboration with the Headteacher.

On-going monitoring including lesson observations, learning walks, planning scrutiny and book looks monitor the on-going provision and quality of teaching in the EYFS in line with the Shardlow Primary School Monitoring Policy.

The progress of pupils in EYFS is monitored by the EYFS leader and reported to the Headteacher. This is monitored and the EYFS action plan and intervention plan may be amended accordingly. The Headteacher reports the end of term EYFS outcomes to the Academy Governing Body each term.

14. Policy review

This policy will be reviewed every two years as a minimum by the EYFS lead and Headteacher and will be presented to the local governing body for approval.