



# Walton and Lees Hill CE Primary School

## Early Years Foundation Stage (EYFS) Policy

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**POLICY ADOPTED BY FULL GOVERNING BODY: February 2024**

**Name:** Joss Scouler

**Position:** Chair of Governors

**Next Review Date:** February 2026

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### **Aims and Objectives**

The Early Years Foundation Stage applies to children from birth to the end of August after their fifth birthday. In our school, children can join us from 2 years old. EYFS takes as its starting point the key outcomes set out in the Early Years Foundation Stage (EYFS). A personalised approach to learning and development delivered within a secure and healthy environment will maximise individual children's progression through in the moment planning, child initiated learning and adult-led teaching based on the interests and developmental needs of each child.

Children joining our school have already learnt a great deal. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and scaffolds play and teaching, to enable children to learn new skills;
- it ensures that no child is excluded or disadvantaged;
- the central role of play both indoors and outdoors – very young children learn by doing;
- the need to plan for the individual child using sensitive observation and assessments; building a holistic picture of each child
- it provides a rich and stimulating environment for children to develop

### **Role of Pupils**

Children are encouraged to:

- participate in all activities to the best of their ability
- show kindness and respect to staff and their peers

### **Role of Staff**

It is the responsibility of staff to:

- safeguard the welfare of children in our care
- promote the good health of children in our care
- manage behaviour positively and in a manner appropriate to the age of the child
- organise the curriculum into the 3 prime areas and 4 specific areas of development which provide for planning throughout the EYFS
- plan and deliver the curriculum putting the children first, using observations and assessment as the basis for planning the next stage for each child, with a major focus on children's interests
- enable all children to participate, enjoy and achieve in a rich, play-based curriculum which fosters their physical, social, emotional, creative and intellectual development
- work closely with parents to identify and resolve as far as possible, any issues which might impact on their child's wellbeing in the setting and to build positive relationships through regular communication

## **Role of Parents/Carers**

We believe that all parents/carers have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children.

Families receive a welcome booklet, on enrolling their child into our setting and we ask for positive engagement with this document.

We build a bigger picture of the child through talking to parents/carers about their child soon after the child starts school; inviting all parents/carers to introductory visits and meetings before their child starts school; encouraging and promoting weekly pre-school sessions offered; arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers; where appropriate inviting parents/carers to work alongside their child in the classroom; encouraging parents/carers to talk to the child's teacher if there are any concerns: either at formal parents evenings or at private meetings should the need arise.

Parents/carers are encouraged to use Tapestry to view photographs and comments on Children's learning and development. Parents can also comment and share learning from home, to help us build the bigger picture of each child and support their personal and emotional development.

Parents/carers receive an annual written report of their child's attainment and progress at the end of each school year and have the opportunity to discuss the report should they wish. We offer a range of activities that support the involvement of parents/carers and encourage parents to support their child with after school activities and learning.

## **Role of Governors**

It is the responsibility of the governors to

- safeguard the welfare of children in our care
- promote the good health of children in our care
- ensure that the setting adheres to the EYFS requirements, in order to create a space where children are able to reach their potential (physically, socially, emotionally, creatively and intellectually) and achieve the best outcomes they can
- support effective leadership which promotes quality in teaching and learning.

## **Monitoring and Review**

It is the responsibility of the governing body to monitor the effectiveness of the Early Years Foundation Stage.

This is done by:

- Requiring the Headteacher to monitor the progress of pupils of minority groups and comparing it to the national expectation, individual progress and comparative progress made by other pupils in the school.
- Requiring the Headteacher to either report to governors directly or to make a monitoring visit on an annual basis on the effectiveness of this policy.
- Taking into serious consideration any complaints regarding equal opportunity in EYFS or issues from parents, staff or pupils.

This policy will be monitored and reviewed by the Governing Body.

## **REVIEW SHEET – Early Years Foundation Stage (EYFS) Policy**

**The information in the table below provides details of the earlier versions of this document and brief details of reviews and, where appropriate, amendments which have been made to later versions.**


