

8.0 Early Years Foundation Stage (EYFS) Policy

Aims of the Early Years Foundation Stage

The Statutory Framework for the Early Years Foundation Stage – setting the standards for learning & development

This EYFS policy aims to ensure:

- Each unique child is offered a broad and balanced curriculum that enables them to develop the wide range of knowledge and skills that provide the right foundation for good future progress through school and life
- Quality and consistency in provision and practice so that every child makes good progress and no child gets left behind
- Planning for the learning and development of each individual child is prioritised, and what they have learned is assessed and reviewed on a regular basis
- Partnership working between practitioners and with parents and/or carers is valued
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on the learning and development requirements as stated in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021.

EYFS Areas of Learning & Development

There are seven areas of learning and development that shape educational programmes in our setting. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas:

- communication and language
- physical development
- personal, social and emotional development

We also support children in the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Educational Programmes

Educational programmes involve activities and experiences for children, as set out under each of the areas of learning.

Learning & Development Considerations

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately.

The characteristics of effective teaching and learning:

- **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
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things

We consider the individual needs, interests, and development of each child in our care. We use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

Throughout the early years, if a child's progress in any prime area gives us cause for concern, we will discuss this with the child's parents and/or carers and agree how to support their child. We will consider whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

We believe play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. We encourage children to learn by leading their own play and by taking part in play which is guided by adults.

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.

Partnership with parents/carers

Key Person

Each child is assigned a Key Person who will seek to engage and support parents/carers in guiding their child's development at home. The Key Person will foster relationships with their key children and form close attachments to ensure that every child's learning and care is tailored to meet their individual needs.

Assessment

We believe:

- assessment plays an important part in helping us to recognise children's progress, understand their needs and to plan activities and support
- assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork
- parents and/or carers should be kept up-to-date with their child's progress and development

Progress Check Age 2 (*Where appropriate*)

When a child is **aged between 2 and 3**, we will review their progress and provide parents and/or carers with a written summary of the child's development in the three prime areas. This 'progress check' will highlight the areas in which a child is progressing well and the areas in which additional support is needed.

Safeguarding and welfare requirements

We will promote the good health, including the oral health, of children attending the setting.

The remainder of our safeguarding and welfare requirements are outlined in our whole school/setting safeguarding policy.

This policy was adopted at a meeting of	Cullompton Pre-School	name of setting
Held on	<hr/> 15.01.2024	(date)
Date to be reviewed	<hr/> December 2024	(date)
Signed on behalf of the management committee	<hr/> James Shere	
Name of signatory	<hr/> James Shere	
Role of signatory (e.g. chair/owner)	<hr/> Chairperson	

This policy has an annual review period and, as such, will be reviewed and signed off at a management committee meeting of Cullompton Pre-School each year, as shown below.

