



# Early Years Foundation Stage (EYFS) 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
- 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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

## 3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) is the area of education upon which young children build the rest of their lives. It is a single framework for care, learning and development. It states that all children should be given the opportunity to experience the best possible start to their education to develop solid foundations which will ensure that they flourish throughout their school years and on into adulthood. There should be a balance between child-initiated activities and adult-initiated activities, exploration, play and experience. In the EYFS at Mosaic, we believe that children learn best through play and so plan our environments and learning experiences accordingly.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 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

At Mosaic Jewish Primary school, Jewish Learning is also included within our curriculum. Whenever appropriate Jewish Learning is combined with another area of the EYFS curriculum, such as literacy or maths, in order to embed these values into our setting.

## **4.1 Planning and the learning environment**

- 4.1.1** Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners are expected to focus strongly on developing the 3 prime areas, particularly when planning for specific areas. Staff are expected to plan for all adult led activities throughout the week, as well as planning for the continuous provision both inside and outside, drawing on children's interests.
- 4.1.2** Within their planning, staff should make direct links to the development matters framework to support the understanding of all staff within the setting and ensure the intent of the activity is clear. This should also be reflected within the continuous provision.
- 4.1.3** Staff must 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 and enjoyable experience. Activities that are set up within the continuous provision should aim to appeal to children at all levels. Tolsby frames will be used to direct children to the purpose of the activity; however, the activities and resources should allow for adaptations and development within the activity. After the winter term, talking tins will be introduced within the setting with a set 'challenge' for each area of the curriculum, in order to extend children's learning and promote high expectations. Talking tins are used so all children are able to access these extensions, regardless of their reading ability.
- 4.1.4** 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. Visuals should be used wherever appropriate within the setting to support children's understanding, such as for classroom rules and expectations on the carpet. A visual timetable must be actively used and visible within the classroom to support all children's understanding of the sequence of the day, but particularly support those with additional needs. Staff should promote the use of widgeo online within the continuous provision, in order to support children with accessing the activities within the provision and promote reading ability.
- 4.1.5** Reception classrooms should be set up so they reflect the 7 areas of the EYFS curriculum. An example of this would be ensuring the classroom has a role play area, maths area, writing area, construction area, small world area, fine motor area, book corner and an art and design area. Classrooms should also include; a curiosity cube (to promote children's communication and language skills) and a reflection area (to promote their personal, social and emotional skills, as well as include aspects of the Jewish curriculum). Please see appendix 1 (continuous provision guide) for more guidance on this.
- 4.1.6** The outside area should also include opportunities for learning across all areas of the EYFS curriculum; however, it should not 'mirror' the inside environment. The outdoor learning environment provides unique opportunities for learning, which should be drawn upon appropriately. Challenges should be set up in each area of the outside area weekly, in order to guide staff.

**4.1.7** Displays within the setting should be interactive and representative of the children wherever possible. Maths, Literacy, Jewish Learning and phonics should be a working wall which is updated to reflect the current learning on a regular basis. These and other displays in the setting should include children's work and contributions, with a clear learning objective and vocabulary included to promote children's communication and language. Children should be introduced to the display whenever it is changed to ensure they are using it effectively and understand its purpose.

## **4.2 Teaching**

**4.2.1** Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

**4.2.2** Adult led activities on the carpet should be short, interactive and multi-sensory experiences for the children. Learning objectives and success criteria should be introduced to the children whenever appropriate and relevant to the teaching session. While the learning objective will be uniform across the year group, the success criteria may be adapted to the children's individual needs to promote self-confidence and achievable targets for each child. The learning objective and success criteria should be reviewed at the end of each adult led whole class session, as well as included within any adult led group work in order to promote reflection and self-assessment opportunities.

**4.2.3** Any marking undertaken in the early years should be 'on the spot' marking or done immediately after the session. A green leaf for growth should be used to promote children's progress and ensure they are aware of their next steps. See marking policy for more guidance.

**4.2.4** 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. In the summer term children should be supported to engage in more whole class sessions in order to prepare them for the transition.

## **5. Assessment**

At Mosaic Jewish 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. Practitioners also take into account observations shared by parents and/or carers through Seesaw.

Throughout the year, staff use the development matters statements to effectively assess children's achievements and to highlight any gaps in their learning. This data is then entered onto Arbor and used to inform pupil progress meetings and any organisation of relevant interventions.

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 then shared with parents and/or carers.

## 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.

Staff conduct a home visit early in the Autumn term, when the child, the child's family, the teacher and a teaching assistant meet together in the child's home. This takes place for all children who join us at the start of the year in Reception. Communication with parents is highly valued at Mosaic, whether it is informally at the beginning of the day, through emails or telephone conversations or through our more formal parents' evenings which are held in the Autumn and Spring terms. Parents and/or carers are also kept up to date with their child's progress and development through Seesaw observations.

Throughout the year, we host regular parent workshops (coffee mornings) to support parents with their children's learning and development.

## 7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed every 3 years.

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

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

