

Pimlico Primary

Early Years Foundation Stage Policy

June 2021

To take effect from September 2021

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1. Introduction

- 1.1. The Early Years Foundation Stage (EYFS) refers to the period of a child's development from birth to age five. Reception is the last year of EYFS, and as the name suggests, the focus of this stage of education is to build the foundations for the rest of a child's education.
- 1.2. At Pimlico Primary, we believe in an academically rigorous and knowledge-led curriculum: this begins in Reception. Our EYFS curriculum covers the Educational Programme guidance laid out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.
- 1.3. There are two Reception classes at Pimlico Primary. Therefore, we can accommodate 60 children.
- 1.4. Including a ten-minute soft start, the school day for Reception is 8.45am-3.30pm.
- 1.5. Optional wraparound care includes breakfast club from 8am and afterschool club until 6pm.

2. Legislation

- 2.1 This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021
- 2.2 This document outlines the standards that an EYFS setting must meet. This includes the requirements for learning and development, assessment and safeguarding and welfare in an EYFS setting. These three requirements are discussed in detail below.

3. Aims and Objectives

- 3.1. This policy aims to ensure:
 - That children access a broad and balanced curriculum that gives them the 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
- 3.2. There are four guiding principles that shape the practice in Early Years settings. These are:
 - Every child is a **unique child**. At Pimlico Primary, we strive to foster a love of learning in our pupils. We aspire for our pupils to become confident and resilient learners.
 - Children learn to be strong and independent through **positive relationships**. We focus on building strong relationships with children and families ahead of starting school.
 - Children learn and develop well in **enabling environments with teaching and support from adults** who respond to their individual interests and needs and help them to build their learning over time. We provide daily opportunities for children to learn in their indoor and outdoor environment. Staff set up and plan lessons and provision that allows all children to reach their full potential.
 - Importance of **learning and development**: children develop and learn at different rates. At Pimlico Primary, we acknowledge that all children learn at different rates. We work closely with our SEN team to ensure that all children are provided with an education that meets their needs.

4. Curriculum

4.1 There are seven areas of learning and development that are outlined in the new EYFS framework which are the basis of provision. These are split into seventeen aspects.

- The three **prime areas** underpin all learning in EYFS: they are the pillars of our provision.

Communication and language	<ul style="list-style-type: none"> • listening, attention and understanding • speaking
Personal, social and emotional development	<ul style="list-style-type: none"> • self-regulation • managing self • building relationships
Physical development	<ul style="list-style-type: none"> • gross motor skills • fine motor skills

- There are four **specific areas** through which the three prime areas are strengthened and applied.

Literacy	<ul style="list-style-type: none"> • comprehension • word reading • writing
Mathematics	<ul style="list-style-type: none"> • number • numerical patterns
Understanding the world	<ul style="list-style-type: none"> • past and present • people, culture and communities • the natural world
Expressive arts and design	<ul style="list-style-type: none"> • creating with materials • being imaginative and expressive

4.2 At Pimlico Primary, the prime areas are at the core of all of our learning. We explicitly teach:

- phonics
- maths
- literacy
- science
- history
- geography
- PE
- art
- music

4.3 The table below shows the link between our knowledge-led curriculum and EYFS areas of learning and the relevance of this classical curriculum.

Understanding the world	<ul style="list-style-type: none"> • past and present • people, culture and communities • the natural world 	history geography science
Expressive arts and design	<ul style="list-style-type: none"> • creating with materials • being imaginative and expressive 	science music art

4.4 Our curriculum meets the requirements of the Educational Programmes outlined in the EYFS framework.

4.5 We promote good oral health, as well as good health in general. We integrate the learning as part of our PSED curriculum. We work closely with our school nurse and specifically talk to the children about:

- The effects of eating and drinking too many sweets things
- The importance of brushing your teeth

5. Assessment

5.1. When children start Reception, they will complete a statutory baseline assessment. The findings of this baseline, as well as teacher judgement through learning journal observations, enable teachers to plan for the needs of all pupils.

5.2. Additionally, we screen all pupils for our NELI speech and language intervention and complete a baseline phonics assessment.

5.3. The baseline process takes place during September, or when a child joins school if they defer entry.

5.4 In June, Reception teachers complete the EYFS profile. This is submitted to the LA for all children¹, including those with SEN.

5.5 To complete the EYFS profile, teachers must decide if a child has met the Early Learning Goals (ELGs) (expected), or has not met the ELGs (emerging).

5.6 The new framework does not require teachers to submit exceeding judgement for children that are working beyond the ELGs. However, in termly pupil progress meetings teachers assess which children are working at Greater Depth.

5.7. Reception teachers must share the results of the EYFS profile with parent. We do this in our end of year reports.

5.8 As part of the handover process, Year 1 teachers are informed of these results.

5.9 The table below shows our formal assessments:

Term 1	baseline to be completed and analysed by end of term.
Term 2	pupil progress meeting – class grid
Term 3	pupil progress meeting – class grid
Term 4	pupil progress meeting – class grid
Term 5	pupil progress meeting – class grid
Term 6	pupil profile pupil progress meeting – class grid

* The EYFS profile does not need to be completed if the child is continuing in EYFS provision beyond the year in which they turn 5 (if they are repeating Reception), or if the child has not spent enough time in the provision for an accurate assessment to be made (due to illness or medical treatment, for example).

5.10 Children achieve a good level of development (GLD) at the end of Reception if they meet the ELGs goals in the areas below:

<ul style="list-style-type: none"> • communication and language • personal, social and emotional development • physical development 	PRIME AREAS
<ul style="list-style-type: none"> • literacy • mathematics 	SPECIFIC AREAS

Children do not need to meet the ELGs for understanding the world and expressive arts and design to achieve GLD.

5.11 Teachers, support staff and parents/guardians contribute to children’s learning journal. At Pimlico Primary, we use Tapestry, an online learning journal, to record observations.

5.12 The learning journals consist of child-initiated (CI) activities which record play, as well as adult-led (AL) activities, for example group work. Learning journals are monitored by the EYFS Lead.

5.13 Over the course of the year, staff moderate these judgements amongst themselves as well as across the trust to ensure accuracy.

6. Safeguarding and Welfare

6.1 All staff at Pimlico Primary are expected to follow the Safeguarding and Child Protection policy.

6.2 Mobile phones and cameras

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Mobile phones must be left in lockers or cupboards. They may not be used in classrooms or areas where there are children, unless on a school trip. Staff will not take pictures or recordings of pupils on their personal phones or cameras. Staff will only use school tablet devices when take pictures/video of pupils for assessment purposes only.
- We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

7. How Children Learn

7.1 The characteristics of effective learning outline how children learn. At Pimlico Primary, we understand that children learn and develop at different rates. Children learn through:

- **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.

7.2 In Reception, there is a balance of adult-led learning and child-initiated learning.

7.3 Adult-led learning encompasses carpet inputs and group work.

7.4 Child-initiated learning refers to play-based learning and experiences that are sought out by the child in the framed environment.

8. Learning Environments

8.1 All children have access to the indoor and outdoor learning environments on a daily basis. The outdoor learning environment is called the Wild Garden.

8.2 The provision in the classroom and Wild Garden do not mirror one another. Our outdoor learning environment, lends itself for opportunities for children to develop their gross motor skills, take risks and explore nature.

8.3 Staff carefully plan the provision in the inside and outside learning environments to ensure there are opportunities for all children to progress.

9. Transition

9.1 Starting school can be a difficult time. We strive to make this process as enjoyable and seamless as possible for both child and parent/guardian.

9.2 We plan for plenty of opportunities for teachers and support staff to develop good relationships with families and children ahead of starting school.

9.3 We offer stay and play events and application support ahead of the application deadline.

9.4 In the summer terms, we offer an information morning for parents/carers; a stay and play; and a settling in session where children experience a Reception lesson amongst their new peers.

9.4 Ahead of the children starting school in September, we schedule home visits.

9.5 Reception staff work closely with Year 1 staff to support the transition to Year 1. Over the course of the school year, our provision becomes more formal to prepare children for KS1.

10. Routines

10.1 All children will eat school lunch in the hall. School lunch is free for all children in Reception.

10.2 All children are provided with a piece of fruit for snack.

10.3 Children are expected to come to school with a named water bottle.

10.4 Children are provided with reading books which are swapped once a week.

11. Support for parents

11.1 Regular open classes and parent workshops will be held to inform parents and carers as to how children are being taught at school and how they can best be supported at home. These will be publicised in the school newsletter.

11.2 Updates on curriculum content will also feature in the school newsletter.

11.3 Parent progress meetings are held three times per year.

11.4 Parents receive two reports.

11.5 Parents may book an appointment with the school office if they wish to speak with their class teacher.

12. Homework

12.1 Children will receive two levelled reading books and a school library book. It is the expectation that parents read with their child for at least ten minutes every day.

12.2. At the start of the academic year, children are provided with a set of phonics flashcards to be used at home.

12.3 At the start of the academic year, children are provided with a handwriting booklet to support learning of pre-cursive writing.

Policies to be read in conjunction with this policy:

Behaviour Policy

First Aid Policy

SEN Policy

Communication with Parents Policy

Health and Safety Policy

Child Protection Policy

Attendance Policy

Home-School Agreement