


<b>THE PRIORY PRIMARY ACADEMY TRUST</b>	<b>DATE AGREED</b>	<b>May 2023</b>
<b>POLICY AND PROCEDURE STATEMENT</b>	<b>REVISION DATE</b>	<b>May 2025</b>
 <b>The Priory Primary School</b>		
<h1 style="color: red;">Early Years Foundation Stage Policy</h1>		
<b>HEAD TEACHER</b>	<b>MAT WALSH</b>	
<b>CHAIR OF GOVERNORS</b>	<b>PRUBIE SAHOTA</b>	

## Edits and Changes

May 2023	Updates to include the following:
	<ul style="list-style-type: none"> <li>● Remove link to statutory covid guidance in section 7</li> <li>● included a reference to Target Tracker in the assessment section</li> <li>● Added reference to daily safety checklist - section 7</li> </ul>

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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
- A close working partnership between staff and 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](#).

This document also complies with our funding agreement and articles of association.

### 3. Structure of the EYFS

At the Priory Primary School – The EYFS refers to the single Reception class – this class is open to children aged between 4 years old and 5 years old. The structure of the day is based on similar timings to the rest of the school.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff are expected to focus strongly on the 3 prime areas.

Staff also 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. 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Opportunities are planned for the children to develop skills in a wide range of contexts, including outdoor and exploratory learning.

#### 4.2 Teaching

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

Teachers will ensure they teach to the whole school vision of inspiring the children's love of learning, this will include planning and arranging opportunities based on the children's own interests, practical and exploratory learning and via opportunities such as trips and visits / guests to school and engaging experiences to hook pupils into learning.

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.

### 5. Assessment

At the Priory 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. Staff also take into account observations shared by parents and/or carers.

All ongoing observations of achievement and development will be recorded on Tapestry and Target Tracker – programs that the school uses for tracking development and assessments.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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 shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development, this is achieved through regular reporting processes – including written reports, parents' evenings and phone call check ins' as well as open days to explore and share your child's learning. Less formally, the Priory has an open door policy and the teachers and assistants are usually available for discussions after school and via an arranged meeting at both the teacher(s)' and parent(s) mutually convenience.

The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. At the Priory the key person is the class teacher(s), however may a specific learning support assistant if this colleague provides close 1:1 support.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by exploring our own health and who in the community helps to keep us healthy. This could include exploring the role of a doctor, a nurse or a dentist, where (for example) the children would talk about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow statutory guidance for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

The Reception indoor and outdoor areas are checked by the Reception teacher(s) daily against a safety checklist.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher every 2 years.

At every review, the policy will be shared with the governing board.

## 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