

# Early Years Foundation Stage Policy 2022-2025 Chiltern Primary School

Policy reviewed and adopted  
by the Board of Trustees

**Autumn Term 1 2022**

Version

**V1**

Date of next review:

**Autumn Term 1 2025**

Responsible Committee:

**Local Governing Body**

Monitoring:

**Trust Board**

Related Policies

Where is this policy  
published?

**School Website**

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## 1 Thrive Charter

### Thrive Mission Statement

*Inspiring pupils to thrive in life*

### Thrive Values<sup>1</sup>

Thrive Co-operative Learning Trust **understands *thriving to mean learning***, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when ***we work together for the common good***. This sense of agency plays out at three scales as it affects the future of ***the individual, their community (local and national), and their planet***.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

## 2 Introduction

Prior to final approval by the LGB, this policy has been the subject of review and suggested amendments have been taken into consideration and changes made where they can be agreed.

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<sup>1</sup> Thrive's values are directly descended from the [Co-operative Values](#)

### 3 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

### 4 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.

### 5 Structure of the EYFS

Our EYFS unit comprises one Foundation 1 class (Nursery) and two FS2 classes with the capacity for 30 pupils in each. The Foundation 1 class has an AM and PM session. Each Nursery session is 3 hours long with the capacity for 34 pupils in each session with an additional 6 full time pupils. The pupils who attend the Foundation 1 provision full time totalling 30 hours incur a £5 charge to cover their school lunch and the employment of an additional member of staff to care for the children over the 30 minute lunch period.

### 6 Curriculum

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

6.2 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.

6.3 The prime areas are:

- Communication and language;
- Physical development;
- Personal, social and emotional development

6.4 The prime areas are strengthened and applied through 4 specific areas:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design

#### 6.5 Planning

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

- 6.5.1 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.
- 6.5.2 In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.
- 6.5.3 The Foundation stage planning provides the children with highly stimulating, interesting and demanding experiences that result in accelerated progress. It recognises the disadvantages of our community and aims to provide children with the powerful knowledge, cultural capital and opportunities to ensure they will succeed in life; this promotes social justice for our children.

## 6.6 Teaching

- 6.6.1 Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Adults show great care for the children, listening to them carefully and caring for their individual needs. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
- 6.6.2 The local area and community are used to provide exciting and interesting learning opportunities and inspire the children to see beyond the classroom. Our excellent indoor and outdoor provision supports a rich and stimulating learning environment for our children.
- 6.6.3 The curriculum we offer is challenging and diverse. We ensure our children are provided with opportunities to develop and explore through play and learning experiences which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. We teach them how to effectively communicate with others as they investigate and solve problems- skills they will need throughout their life. They express fears and re-live anxious experiences in controlled and safe situations with their emotional well-being at the heart of our provision.
- 6.6.4 The provision has an acute focus on developing children's communication and language through enhanced storytelling, early reading and phonics ensure all children are provided with meaningful SALT strategies to develop their early language and communication skills.
- 6.6.5 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.

## 7 Assessment

- 7.1 At Chiltern Primary School, ongoing formative assessment is an integral part of the learning and development processes. These are submitted to the Local Authority each term.

- 7.2 Assessment takes place in a variety of ways in the Early Years Foundation Stage, but is mainly through observations; some are collected on a programme called Class Dojo. Each parent has a unique login which cannot be accessed by anyone else. This is a secure area and only you will be able to share your child's learning journey with us. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Parents are also encouraged to be part of this process and are asked to send photographs and descriptions of their child's experiences into school via Class Dojo.
- 7.3 When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.
- 7.4 Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).
- 7.5 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')
- 7.6 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.
- 7.7 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.

## 8 Working with Parents

- 8.1 We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.
- 8.2 Parents and/or carers are kept up to date with their child's progress and development. 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.
- 8.3 Each child in Foundation 1 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, working in collaboration with the school SENCO and Family links Co-ordinator.

## 9 Safeguarding and Welfare procedures

We promote good oral health, as well as good health in general, in the early years by working in collaboration with our school nurse, Rachel Ramage. She provides workshops for the children and parents discussing:

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

Additionally Rachel Ramage provides support workshops and information through interactive classroom visits regarding keeping fit and healthy.

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

## 10 Monitoring Arrangements

This policy will be reviewed and approved by Keeleigh Jackson- EYFS lead every three years.

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

## 11 Public Sector Equality Duty

11.1 The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination;
- advancing equality of opportunity and
- foster good relations across all characteristics

11.2 Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

11.3 This policy was reviewed and updated with reference to this duty. The author/s of this document considered this policy in the light of these requirements to ensure that Chiltern Primary School adheres to these statutory regulations.

## 12 Person Responsible

Updated Autumn 1 2022

Head of School

To be reviewed Autumn 2025

## 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 Safeguarding policy  |
| Procedure for responding to illness   | See Children with Health Needs Who Cannot Attend School policy |
| Administering medicines policy  | See First aid policy   |
| Emergency evacuation procedure  | See Health and Safety V6 policy                                |
| Procedure for checking the identity of visitors                             | See Safeguarding policy  |
| Procedures for a parent failing to collect a child and for missing children | See Safeguarding policy  |
| Procedure for dealing with concerns and complaints                          | See Thrive Complaints Policy                                   |