

# 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
- 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. Policy Guidance

This policy is guided by requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023, and is compliant with the Isle of Man Education Act 2001.

### 3. Structure of the EYFS

In EYFS we have one Reception class which is led by a class teacher, supported by an Education Support Officer.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS framework.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three 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

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

Staff also consider 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.

Like the rest of the school, the curriculum planning in our Reception class is supported by the Cornerstones Curriculum.

#### 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.

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 Sulby School ongoing assessment is an integral part of 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 may also consider observations shared informally by parents and/or carers – for example, during a discussion at Parents Evening.

Within the first 6 weeks that a child starts reception, staff observe the children closely to inform the school’s ‘Baseline Assessment’ – an assessment which is reported to DESC. The assessment helps teachers understand your child’s early skills in areas such as literacy, mathematics, communication, and language. This information is crucial for tailoring learning experiences to meet each child’s unique needs

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 about the attainment and progress of their child(ren).

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 DESC.

### 6. Working with parents and carers

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

We strive to ensure that parents and/or carers are kept up to date with their child's progress and development. We offer two parent evenings a year as well as a thorough 'end of year' report to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In addition, our staff are available to parents for conversations about their child's learning and progress throughout the school year.

### **7. Safeguarding and welfare procedures**

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

We make sure that the appropriate staff-to-child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children in our Reception class we follow infant class size guidance and have at least one teacher per thirty pupils.

We have always at least one person with a current first aid certificate on the premises and available when children are present, including on outings.

We promote good oral health, as well as good health in general, in the early years by, for example by talking to children about:

- The effects of eating too many sweet things
- How making healthy choices helps us to learn and play
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's Safeguarding Policy.

### **8. Monitoring arrangements**

This policy will be reviewed and approved by the Executive Headteacher and the school governing body every two years.