



Tower Hill Primary School

EYFS Policy

Introduction

At Tower Hill we strive to offer high quality learning opportunities and experiences to provide the foundation children need to maximise their abilities and reach their full potential.

Most of our children have attended one of a range of Early Years settings that exist in our community. The Early Years education we offer our children at Tower Hill is based on the following principles:

1. A Unique Child - To build on what our children already know and can do and celebrate that every child is unique
2. Positive Relationships - Children build relationships with adults and peers and develop independence
3. Enabling Environments - To provide a rich and stimulating environment that encourages children to learn in different ways using different learning styles
4. Learning and Development - To offer a structure for learning and development opportunities and activities to meet the needs of each individual child, and provide opportunities for learning both indoors and outdoors

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
- Instill a desire for lifelong learning

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. 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

3.1 Planning

At Tower Hill we recognise that all seven areas are interconnected and plan activities and experiences for children that enable children to develop and learn effectively.

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 the Foundation Stage, planning is devised on a weekly or two weekly basis and all areas of the curriculum are covered through specific learning opportunities or starboard activities which promote a balance between child initiated and adult led learning. We use a topic as a stimulus but this is not fixed and the children lead the learning.

When planning children's activities, the three characteristics of effective learning underpin our ethos of Early Years pedagogy at Tower Hill.

- Playing and Exploring - children investigate and have a go
- Active Learning - children concentrate and keep trying even if they encounter difficulties
- Creating and Thinking Critically - children develop their own ideas and develop strategies and questioning

3.2 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.

At Tower Hill we recognise the need to prepare the children for their continued journey into Key Stage one and as children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities.

4. Assessment

At Tower Hill, ongoing assessment is an integral part of the learning and development processes. Children's learning is captured through a number of ways; group work, written evidence and observations of child initiated time. These observations are uploaded onto Tapestry and used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). This information is used alongside other observations made by the EYFS team. Staff then plan and support children as needed from these starting points.

Children's progress is monitored continually by the EYFS team and planning, provision and support is adapted as needed. Pupil Progress meetings are held each term to discuss the cohort and ensure all children are making good progress.

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.

5. Working with parents

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

At Tower Hill we use Tapestry (an online Learning Journal). Observations are uploaded regularly to show progress at school and parents are encouraged to share key learning from home too.

We hold Parents Consultations both in the autumn and spring term giving parents the opportunity to meet with their child's teacher and discuss progress and next steps.

Parents are also offered the opportunity to attend workshops where they are able to develop knowledge of how their child learns in order to support them at home.

6. Safeguarding and welfare procedures

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

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

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

7. Monitoring arrangements

This policy will be reviewed and approved by Laura Elliott, Early Years Leader, every 2 years.

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

To be read in conjunction with Tower Hill's EYFS Policy:

- Teaching for Learning Policy
- Child Protection & Safeguarding Policies
- Curriculum Policy
- Early Years Annual and Daily Risk Assessments
- *Intimate Care Plans & Personal Emergency Evacuation Plans are in place for identified pupils but are confidential due to their nature.*