

Early Years Foundation Stage policy

Cavendish Community Primary School



Approved by:

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1. Introduction

1.1 Purpose

This policy outlines the principles and practices that guide the Early Years Foundation Stage (EYFS) at Cavendish Community Primary School. It ensures a consistent, high-quality learning and care experience for children aged 3-5.

1.2 Scope

This policy applies to all staff, parents and stakeholders involved in the EYFS provision and Cavendish Community Primary School.

2. Legislation

2.1 Statutory Framework

Our EYFS provision complies with the statutory framework for the EYFS as set out in the Statutory Framework for the Early Years Foundation Stage 2021(last updated January 2024).

2.2 Equality and Inclusion

We adhere to the Equality Act 2010, promoting equality of opportunity for all children, regardless of their background or circumstances. Our EYFS provision is inclusive: respecting, and values diversity.

3. Structure of the EYFS

We have a 90 place Nursery, that is located in its own purpose-built building with enclosed outdoor environment. Children are offered a place based on parents/carers being eligible for the 30-hour code. We also offer a full-time place if parents are entitled to FSM. If parents are not eligible for the 30-hour code or FSM, they will be offered 15 hours which is spread across five mornings. Parents have the option to top up for the afternoon sessions. This is charged at £22 per afternoon. Our Reception classes are spread across two buildings. 60 children are based in the main Reception block and 30 children are based in one of the classrooms in the main school building. The three classes share the outdoor environment.

4. Principles

4.1 A Unique Child

We recognise that each child is unique, with individual needs, abilities and interests. Our provision aims to support each child's holistic development, fostering a positive sense of self and well-being.

4.2 Positive Relationships

We prioritise building strong, positive relationships with children and their families. Effective communication and collaboration are key components of our approach.

4.3 Enabling Environments

We provide safe, stimulating and inclusive environments that encourage exploration, curiosity and learning. Our spaces are designed to promote both adult-led challenge and child-initiated play and discovery.

4.4 Learning and Development

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

Our early years setting follows a bespoke, sequenced, small-steps curriculum that culminates in meeting the Early Learning Goals in all seven areas of learning, whilst also dovetailing into the key stage one curriculum and beyond. We also tailor activities to meet the needs and interests of the children, fostering a love for learning.

5. Practices and Procedures

5.1 Key person approach

Each child is assigned a key person who is responsible for their well-being, development and communication with parents. This approach ensures continuity and a secure attachment for each child.

5.2 Assessment

At Cavendish, ongoing assessment is an integral part of the learning and development processes. Staff observe, and work closely with groups and individuals, to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take in to account observations shared by parents and/or carers.

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')

Judgements are moderated internally and externally, before profiles are submitted to the Local Authority and shared with parents/carers.

5.3 Partnership with parents

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

Parents and/or carers are kept up to date with their child's progress and development. We communicate with parents via the Class Dojo app, whilst also fostering an 'open door policy' – post school – for any parental concerns. Parents Evenings take place twice per year. We have timetabled 'stay and play' sessions across the school year, which gives the opportunity for parents to see, and use the learning environment with their child.

6. Safeguarding and welfare procedures

We follow robust safeguarding and welfare procedures, as outlined in the school's safeguarding policy.

7. Monitoring arrangements

This policy will be reviewed and approved by the EYFS Assistant Head teacher, every three years, or as needed to reflect changes in legislation or best practices. At each review, the policy will be shared with the governing board.