



**Anson Primary School  
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. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

## 3. Structure of the EYFS

The Early Years Foundation Stage begins in our Nursery. This is a full-time provision from September 2024 for children age 3 and offers 15 hours plus 15 extra hours (either funded or privately funded).

The children then enter the school into 2 Reception classrooms when they are 4 years old depending on their success through Brent admissions. The classes are Richmond and Greenwich.

## 4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Our 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.

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.

## 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. However, for most of the year the children will be learning through exploration of the seven areas of learning. The class teacher will work with one group on structured activities (Teaching Assistants may also be involved with this) while the rest of the class have purposeful learning through play.

## 5. Assessment

At Anson Primary 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 also take into account observations shared by parents and/or carers.

When a child is in our Nursery, staff review their progress and provide parents and/or carers with access to observations through our online learning platform. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 upon request.

## 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.

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.

## 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 are able to enjoy learning and grow in confidence.

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

- For children aged 3 and over:
  - We have at least 1 member of staff for every 13 children
  - We further determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every 3 years.

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

## Appendix 1. List of expectations at Early Years

The Classroom Environment	Continuous Provision
<p><b><i>Class rooms to be reflective of the children.</i></b></p> <p><b><i>To include a variety of multicultural pictures and different languages</i></b></p>	<p><b><u>Indoor and out play (continuous)</u></b></p> <p>Sand</p> <p>Water</p> <p>Book area – including puppets / Story props</p> <p>Writing workshop – wide variety of writing tools as CLPE Guidance</p> <p>Construction Area</p> <p>Creative / malleable area (paint, clay, plasticine, gloop, playdough, rice, slime etc.)</p> <p>Small world</p> <p>iPads</p> <p>Interactive displays / stations around the room</p> <p>Role play area (changed half termly / when children’s interest wains, reflect children’s interest)</p> <p>Lots of opportunities for open ended learning promoting speech and language and social skills.</p> <p><b>Learning environment to show:</b></p> <ul style="list-style-type: none"> <li>• number lines forwards/backwards</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Seasons</li> <li>• Phonic sounds</li> <li>• Tricky words</li> <li>• 2D and 3D shapes</li> <li>• Birthdays</li> <li>• Mathematical language as White Rose Maths</li> <li>• Children’s voice – independent writing/ scribed writing</li> </ul>

<b>Timetable to include:</b>	<ul style="list-style-type: none"> <li>• Weekly Diaries</li> <li>• Daily Literacy input (CLPE)</li> <li>• Whole class and directed teaching (Autumn term 1 x directed activity / freeflow)</li> <li>• Daily Maths input (White Rose Maths) (Autumn term 1 x directed activity / freeflow)</li> <li>• Whole class and directed teaching</li> <li>• Phonics</li> <li>• Weekly PSHE (Jigsaw)</li> <li>• Weekly Handwriting Practice (Scheme to be announced) <ul style="list-style-type: none"> <li>○ Children start fine motor skills work and handwriting patterns within the first term.</li> </ul> </li> <li>• PE (indoor/Outdoor)</li> <li>• Daily Supported Reading (from January)</li> <li>• 3 Stories minimum per day</li> <li>• Lots of singing / songs and rhymes, circle games</li> <li>• PM sessions to have a focused input then to cover other areas of the curriculum such as Science, Knowledge and Understanding the World, EAD, DT etc.</li> <li>• Weekly music session</li> <li>• Homework ( topic based)</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• DFE Baseline to be completed during September settling in period</li> <li>• Target tracker to be completed during September settling in Period, before the end of 1<sup>st</sup> Term, End of 2<sup>nd</sup> Term and End of 3<sup>rd</sup> Term</li> <li>• Evidence ME observations to be completed 1X per child a week across all 7 areas</li> <li>• Triangle assessment sheets to be used during numeracy tasks to record progress and address any gaps in learning.</li> <li>• Triangle assessment to be used to record interventions, frequency, progress etc.</li> <li>• Phonics assessments End of each half term (Little Wandle)</li> <li>• End of year reports to parents</li> <li>•</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Literacy planning - CLPE</li> <li>• Numeracy planning – White Rose Maths /Numicon / Number Blocks</li> <li>• Phonics Planning – Little Wandle</li> <li>• PSHE – Jigsaw</li> <li>• PE – To be announced</li> <li>• Handwriting – To be announced</li> <li>• Afternoon plans to cover whole class input and continuous provision across all 7 areas of learning indoors and outdoors</li> </ul>