



Mayfield School

EYFS Policy

Believe. Achieve. Succeed.

Respectful, Resourceful, Responsible, Reflective, Resilient, Ready

Our School Vision

Our vision is to create a family ethos that raises aspirations and makes a real difference to the life chances of our young people.

Our mission

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready.

Approved by: Curriculum and Pupil Progress Committee	Date: 10 th January 2024
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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 \(EYFS\) that applies from September 2021](#).

3. Structure of the EYFS

Our early years setting is organised into two classes; Seahorse class and Jellyfish class. Each class has a lead teacher who is supported by experienced and trained support staff. Additional staffing is based on the needs of the children. Whilst children are allocated to one class they access all areas of the curriculum across the provision and outside space. All children are taught and supported by all adults. Children are given explicit teaching input as a class, group and individually alongside a well-planned, continuous and enhanced provision.

At Mayfield School, we strive to ensure that the children get the best possible start. The sharing of transition information is gathered from previous settings, outside agencies and parents/carers during the Summer term prior to the children starting school. This information is used to plan for the Childrens' initial weeks in school. All parents and/or carers are strongly encouraged to enable their child to start school full time as soon as possible.

All extra-curricular and wrap around activities are available to children as soon as they start school.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework in force 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

4.1 Planning

Staff plan collaboratively. They consciously plan for consistency across the phase and to meet the needs of groups and individual children. Staff plan activities and experiences for children that enable children to develop and learn effectively and to fully embed the Learning Superpowers (6 Rs). 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, liaising with the primary phase SENDCO (to work closely with relevant services from other agencies such as Educational Psychologist, Speech and Language and Occupational therapists).

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Communication with the whole early years teaching team is key and time is given to ensure that all staff are able to effectively support and challenge children.

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. Children in the early years are supported to quickly understand and follow the routines of the school.

The teaching of early reading, maths and phonics are key priorities for the school. The planning and delivery of this is robustly monitored to ensure that the children have the best possible start and that any required 'catch up' is delivered in a timely and effective manner.

5. Assessment

At Mayfield School, ongoing assessment is an integral part of the learning and development processes. Staff observe and interact with pupils to identify their level of achievement, interests and learning styles. This is used to shape future planning. Staff also take into account observations shared by parents and/or carers. 'Wow' moments and significant points of progress are recorded in children's books. Alongside this, regular updates on a child's progress are shared with parents and/or carers, in line with the rest of the school.

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.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. This starts before children start school with an opportunity for parents and/or carers to meet one to one with their child's teacher and participate in transition activities.

Throughout the year, there are planned opportunities for parents and/or carers to learn alongside their child in school. This not only develops the shared partnership with parents and/or carers but also provides opportunities for parents and/or carers to understand how to support their child at home.

Parents and/or carers are kept up to date with their child's progress and development. The regular progress reports and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. The class teacher supports parents and/or carers in guiding their child's development by providing and supporting opportunities for continuing learning at home and understanding next steps. The class teacher and primary phase SENDCO also help families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general in the early years by ensuring that the curriculum and topics focus on this throughout the year. At Mayfield School all children in the early years have a daily hot meal to ensure that they receive a balanced diet. A 'rolling snack' and open access to fresh drinking water encourages healthy eating and good hydration. Adults are actively encouraged to model this to the children.

Parents and/or carers can be supported by members of the school community including the SENDCO and family/school link worker who can refer to outside agencies including the school nurse.

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

8. Monitoring arrangements

This policy will be reviewed and approved by the Head of Primary every two years.

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

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 administering first aid and medication policy
Administering medicines policy	See administering first aid and medication policy
Emergency evacuation procedure	See health and safety 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 complaints policy