



EYFS

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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

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.

Structure of the EYFS At Little Discoverers, we have a 2 year old room with 15 am spaces and 15 pm spaces. We have a 3 and 4 year old room, offering up to 35 am and 35 pm spaces.

Eligible parents will be able to access their funded entitlement hours.

Curriculum - Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

Planning - Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners 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, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children. Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

Teaching - Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Assessment At Little Discoverers, ongoing assessment is an integral part of the 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. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting, the environment and planning to ensure we continue to be ambitious for all pupils. When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. The profile is moderated internally (referring to the Development Matters guidance) Working 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. 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. Each child is assigned a key worker who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. Safeguarding and welfare procedures We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

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

We also teach E-safety across our EYFS in age-appropriate ways. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

We look at INTENT IMPLEMENT AND IMPACT when planning activities which we take into children's interest and next steps.

Reviewed: August 2024