Early Years Foundation Stage (EYFS) policy

Europa School UK

Version and Date		Action/Notes
V1	August 2019	
V2	June 2022	Approved by Governing body June 22
Review Date August 2025		Review frequency: Every three years and publish information annually (see below)

Contents

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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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

In Europa School UK the EYFS baseline assessment is performed in the first six weeks of the child entering the reception class.

The school is a bilingual school where the child learns half the school week in English and the other half in their stream language – French, German or Spanish. This model continues throughout their Primary schooling.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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 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

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others. Through play, EYFS teachers will help your child to extend their vocabulary and develop their communication skills.
The EYFS framework identifies three characteristics of effective teaching and learning:
A greater focus on teaching specific skills will occur as your child progresses through their reception year, which will help them to prepare for year one

5. Assessment

At Europa School UK, ongoing assessment is an integral part of the learning and development processes. Staff observes 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.

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

Each child in the reception class has a teacher who will work in partnership with you, sharing information about your child. At Europa school, we will use observations to share your child's key achievements. EYFS teachers use their professional knowledge to understand your child's level of development. If they have any concerns about your child's progress, they will discuss these with you.

At Europa school UK two formal assessments take place during the EYFS:

• Reception Baseline Assessment (at the start of the reception year)
• Early Years Foundation Stage Profile (at the end of the EYFS)

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years

- 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.

8. Monitoring arrangements

This policy will be reviewed and approved by Governing Body every three 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 child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See Health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy And Procedures for a parent failing to collect a child and for missing children
Procedure for dealing with concerns and complaints	See complaints policy