



### Early Years Foundation Stage (EYFS) Policy

We acknowledge that all settings working with children aged from birth to the end of the Reception year (the year in which the child turn five) will have to work within the EYFS and therefore ensure all staff are familiar with it.

1. Each child will be allocated a key person at point of registration.
2. We have a designated person responsible for implementing EYFS (EYFS Co-ordinator: Gemma Pollard).
3. Staff will undertake relevant EYFS training.
4. Each child will have an individual folder containing relevant EYFS information gathered by their key person, which will be shared with parents/carers and overseen by our EYFS Co-ordinator, Deputy Headteacher or Headteacher.
5. Parent/carer consent to share information will be requested when the child joins the setting.
6. Parent/carers can have access to their child's EYFS development folder at any time.
7. Staff will have a basic regard of EYFS when planning play opportunities.
8. We will continue to facilitate all play opportunities and ensure that children are able to choose how they spend their time during free play sessions and are never made to participate.
9. We will tailor the EYFS provision to meet the individual needs of all children and families attending the setting.
10. All children joining the setting with SEN/D (Special Educational Needs/Disabilities) will be entitled to the same opportunities and experiences as any other child. Support will be sought when required and information gathered from parents. Our SEN/D policy will be followed (this policy can be found in our policy folder in the Parents' room and on the ACE website).
11. A key element of the EYFS framework is information sharing and communication between staff, parents/carers and other settings. EYFS information will only be shared with other settings in accordance with our 'Sharing information with other settings' policy.

### **Areas of Learning and Development**

The EYFS is made up of 7 Areas of Learning and Development, all of which are inter-connected and equally important.

The Areas of Learning and Development are:

#### Prime Areas:

- **Personal, Social and Emotional Development (PSED)**
- **Communication and Language (CL)**
- **Physical Development (PD)**

## Specific Areas

- Understanding the World (UW)
- Literacy (L)
- Mathematics (M)
- Expressive Arts and Design (EAD)

Each area has several Aspects, details of which can be found on the wall display in the hallway along with information regarding Characteristics of Effecting Learning (see below) which go hand in hand with the areas of development above as part of the overall EYFS.

### Characteristics of Effective Learning

Playing and Exploring – engagement

Active learning – motivation

Creating and thinking critically - thinking

More information on the EYFS Framework can be obtained from [www.education.gov.uk](http://www.education.gov.uk) (then type in EYFS Framework into search bar)

To support the EYFS we have a set of core activities which are available during every session:

- Outdoor play with sandpit, ride on bikes/tricycles/scooters/climbing frame, play houses and various gross motor development equipment
- Art Room
- Puzzle Room
- Role Play Room
- Small world activities
- Construction toys
- Book corners in most classrooms
- Big Room with choice of games, activities, constructions toys, writing desk and computer etc

We offer the children a mixture of staff led and child initiated activities throughout each session to enable the children to participate in some activities, but also have the opportunity to choose their own activities and follow their individual interests. Through observations staff are able to plan activities and have resources to aid the children's progress over the seven areas of learning.

**Policy Adopted:** Spring term 2018

**Review date:** Spring term 2019

**EYFS Co-ordinator:** Gemma Pollard

**Signed:** *Gemma Pollard*

**Position:** Third in charge