

EYFS POLICY

January 2022



Watergate School

EYFS Policy

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

At Watergate School, pupils are grouped within classes best suited to meet their individual needs. In order to do this, classes are often vertically grouped – this means that there may be more than one year group within a class, for example; Reception pupils and Year 1 pupils may be grouped within the same class where this best meets their individual needs.

Our EYFS Policy relates to pupils attending Watergate during their Reception year.

4. Curriculum

Through the creation of our own bespoke and holistic curriculum, we are able to ensure that pupils at Watergate from Reception right through to Year 6 have access to meaningful and motivating learning.

Whilst our early years classes have regard to the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021, we have ensured that our 'all through' curriculum meets all of the statutory EYFS requirements.

The areas of the Watergate Curriculum, designed to best meet the priority areas for learning and development for our pupils, links closely with those 7 areas of learning and development set out by the EYFS framework. You can see below the 7 areas from the EYFS framework, including the 3 areas known as the prime areas (seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive) and the 4 specific areas through which learning is strengthened and applied:

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Every one of these prime and specific areas above is mirrored by or included within the Watergate Curriculum areas as you can see below:



Similar to the EYFS prime areas of learning, we have our own 'Golden Threads' for learning and development, which are fundamental (core) skills and which are woven into every aspect of the curriculum through holistic learning opportunities. The Watergate 'Golden Threads' are; My Communication & Interaction; My Independence and; My Thinking & Problem Solving'.

The table below shows how the 'Golden Threads' run through the curriculum and how we use a range of curriculum tools to select the right teaching and learning strategies and resources to best support the development of pupils.



4.1 Planning

The diagram below demonstrates how the key learning intentions held in our curriculum feed into the lesson planners created by teaching staff.

Teaching staff ensure that, by knowing their pupils well and collaborating with families and other professionals, they are able to incorporate pupils' individual needs and interests into their planning.



4.2 Teaching

We recognise that each pupil has a unique learning profile and adapt our learning opportunities, experiences, environments and strategies to best suit each pupil's needs.

Teaching and learning takes place through motivating, fun, creative and enriching learning opportunities. We offer a multi-sensory, hands-on approach to learning throughout the school which encourages pupils to develop the skills, confidence, resilience and motivation to become life-long learners.

5. Assessment

At Watergate, 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. Staff also take into account observations shared by parents and/or carers.

We strongly believe that meaningful assessment can only happen when pupils progress is measured against their own starting point(s) and where we are confident that what we are assessing the priority areas of development for each individual pupil.

To ensure that this happens, we include all pupils from their Reception year in our assessment arrangements for all pupils. This means that we use a pupil's Individual Education Plan objectives, informed by their EHCP Outcomes, to assess the progress each pupil makes on a termly basis. Individual Education Plan objectives and EHCP Outcomes are created through collaboration with families, the school and the multi-disciplinary team and indicate the priority areas for development for each child individually.

In line with statutory assessment arrangements, we will additionally administer the Reception Baseline Assessment (RBA) within the first 6 weeks of a child starting reception where this is applicable and we complete an End of EYFS profile for every child at the end of their reception year.

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

It is vital that positive and lasting links with a pupil's home are established and valued as early as possible. We recognise that parents/carers are a pupil's primary educator and that they are able to share with the school valuable and insightful information about their child.

Positive relationships where information is shared between home and school on a regular basis can have significant impact upon a pupil's learning and development.

To this end, Watergate seeks to build links between home and school through:

- Home/School Contact Books – where messages, updates and information can be passed between home and school on a daily basis
- Phone calls between home as school as required
- Informal and formal meeting between parents/carers and staff as required
- Twice annual parents' evenings
- Parent training sessions provided ad hoc by a range of staff within the school
- Home Learning resources provided by Watergate
- Variety of informal events throughout the school year

Each child is assigned a key person (teacher) 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, often through our Family Worker.

7. Transition

Every opportunity is taken to gain as much information about a pupil prior to starting at Watergate. This can include visits by Watergate staff to a pupil's prior provision (where this is the case), meetings with parents/carers and a visit to Watergate School.

Each pupil's transition will be organised and agreed on an individual basis according to the pupil's needs.

Intimate Care

Where pupils require the support of a member of the class staff team to complete personal care and intimate care routines, staff will follow procedure as set out in the Personal and Intimate Care Policy and Staff Code of Conduct in line with the whole school.

8. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years and we follow [statutory guidance](#) for safety around supervised tooth brushing.

8.1 Intimate Care

Where pupils require the support of a member of the class staff team to complete personal care and intimate care routines, staff will follow procedure as set out in the Personal and Intimate Care Policy and Staff Code of Conduct in line with the whole school.

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

9. Monitoring arrangements

This policy will be reviewed and approved by **insert name and role** every **number** of 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
Procedure for dealing with concerns and complaints	See complaints policy

Approved by:	Linda Matthews Headteacher	Date:
Written by:	Natalie Carroll Deputy Headteacher	
Last reviewed on:	17 January 2022	
Next review due by:	17 January 2024	