

The Quinta Primary School

EYFS Policy

- Everyday Excellence
- Authentic Care
- Independence
- Opportunity

Approved by:	FGB December 2024
Last reviewed on:	28.11.24
Next review due by:	1.9.25

Changes since last review

Opening	<p><u>To be read in conjunction with other whole school policies</u></p> <p>All school policies include pupils within the Early Years. A list of specific policies and their location can be found at the foot of this document.</p> <p>This policy is based on requirements set out in the <u>2024 statutory framework for the Early Years Foundation Stage (EYFS)</u>.</p>
End	Table of policies added to the end of this policy

To be read in conjunction with other whole school policies

All school policies include pupils within the Early Years. A list of specific policies and their location can be found at the foot of this document.

This policy is based on requirements set out in the [2024 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Aims/Vision for the subject

At the Quinta Primary School we aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill based activities. We provide the opportunity for every child to reach their full potential and provide opportunities whereby children experience a challenging and enjoyable programme of learning and development. Opportunities are provided for children to engage in activities planned by adults and those that children plan or initiate themselves. Our curriculum provides the firm foundations for further learning across every area of the curriculum. We work in partnership with parents and guardians and value their contributions.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

The guiding principles which shape our practice are grouped into four distinct but complementary themes:

1. A Unique Child 2. Positive Relationships 3. Enabling Environments 4. Learning and Development

Planning and teaching sequence

(How is planning done and who is it shared with)

- All long and medium term planning can be found on the [whole school curriculum map here](#) Preschool planning can be found [here preschool planning](#)
- Planning in Reception is completed on Google Slides using the agreed Quinta format. Planning in preschool is completed on google docs and staff share their ideas for continuous provision.
- There is a balance of adult led and child initiated activities across the day. During child initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. This is then re-fed back into the planning in order to ensure that the topics being covered reflect the children's fascinations currently within the class as well as those that will build the foundations for themes covered throughout the school.
- The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the Reception academic year. We use the non statutory document birth to five matters for support and guidance.

Responsibilities of the subject leader(s)

How will the subject be monitored/evaluated?

- The EYFS lead has the responsibility to ensure all those working in Preschool and Reception follow the principles stated in this policy. The Senior Leadership Team and EYFS coordinator will carry out monitoring on EYFS as part of the whole school monitoring schedule.
- Areas for development will be incorporated into the School Improvement Plan as necessary.

Marking and assessment

Assessment is an essential and important part of the Early Years for children's learning and development. Observations are made on Seesaw, which allows staff to take photos, videos and to make notes while observing what the children are doing or saying. From such observations we can ascertain what the next steps are for the children. We are then able to share these experiences with the children's parents on an almost daily basis. On entry to Preschool and Reception a baseline assessment is carried out for each child and at the end of each term assessments are collated to track how well the children are progressing.

Equal opportunities

How will the subject provide opportunities for all pupils?

All practitioners at The Quinta Primary School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting.

We follow the whole school PSHE, R.E and Philosophy curriculum. We plan opportunities that build upon and extend children's knowledge, experience and interests and help build self esteem. We use a range of

resources which reflect diversity and are free from discrimination and stereotyping.

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