

41: Early Years Foundation Stage

Early Years Foundation Stage Assessment

Superkids is exempt from delivering the EYFS as follows:

“Excluding providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day” – see para 3.40

The Club manager will be responsible for:

- Identifying EYFS children when they join the Club, and informing the other staff
- Assigning a key person for each EYFS child
- Implementing a communication book, so that the parents, Club and the school can easily exchange information
- Agreeing information sharing policies with the school and gaining parental consent for this where necessary
- Liaising with the school to discuss what support the Club offers to EYFS children

At Superkids, children in Reception class will have a termly observation summary/review by their key person these will be shown to parents/carers.

The key person will assess the following areas:

- Solitary Play
- Small Group Play
- Large Group Play

E = Emerging – This shows that the child is beginning to work at this stage of development

D = Developing – This shows the child is practicing their play and development in this area frequently

S = Secure - This shows the child is practiced in this area and is able to easily demonstrate they have achieved this stage.

Assessments are based on observations that the key person has made on the child in their day-to-day activities. The observation summary/review is used to identify learning priorities and plan learning experiences for the child which is incorporated to the overall activity planning for the setting.

The end of the EYFS comes with teachers assessing how well the child has reached the early learning goals. The assessment and report are written by teachers at the end of the EYFS. Once children are in school teachers assess this constantly. As an after-school club Superkids will work in partnership with the school by making our own assessment. When we believe the child has attained or developed in an area of play, we will log our findings which get shared with their class teacher. If the class teacher agrees or has any comments on the observation summary/review, a comment/sign off section is provided for each observation summary/review

Superkids always follows play principles, allowing children to choose how they occupy their time, and never forces them to participate in a given activity. Superkids will provide a mix of

adult-led and child-initiated activities which are suited to individual children's needs and are flexible and interesting.

We recognise the four overarching principles of EYFS:

- **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self-assured. We use positive encouragement and praise to motivate the children in our care.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling Environments:** Children learn and develop well in environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers. We observe children in order to understand their current interests and development before planning appropriate play-based activities for them.
- **Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities.

The policy was adopted by: Superkids Club	Date: 16.04.2020
To be reviewed: April 2021	Signed: Jo Murray & Jessica Baker

Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2017): Before/after school care and holiday provision [3.40] and Safeguarding and Welfare Requirements: Information for parents and carers [3.73] and The Learning and development requirements, Footnote 5, p7.