



Early Years Foundation Stage Policy

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Early Years Foundation Stage Policy

1 Aims and rationale

We believe that every child deserves the best possible start in life and appropriate support to fulfil their potential. All children deserve to have an equal chance of success. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.

This policy ensures that;

- Children access a broad and balanced curriculum with specialist input
- Children access quality and consistency in learning
- There are close working relationships with parents and carers
- Every child is included and supported through equality of opportunity

1.1 Rationale

Children develop rapidly during the Early Years- socially, emotionally, physically and intellectually – and each child is entitled to provision that supports and extends knowledge, skills, understanding and confidence.

- The Early Years Foundation Stage is a valid stage of learning in itself, not simply a preparation for the next stage of education.
- Personal, social and emotional well-being is the basis for successful learning and development.
- The whole child is important; social, emotional, physical and intellectual developments are inter-related.
- Learning is holistic.
- Children develop individually and at their own rates and need to be given time to move through the developmental stages at their own pace.

- Children learn best when they are in control and therefore need to be given the opportunity to be responsible for their own learning.
- Children need a stimulating and challenging environment, both indoors and outdoors, in which to develop. In particular, it promotes personal and social skills and supports the acquisition and development of communication and language skills.
- Children find abstract learning difficult. They need experience of doing things, handling objects and exploring the physical and social world before they are ready to understand abstract concepts.
- Adults display positive attitudes to all of the children and to each other to promote high self-esteem and make children feel valued.

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](#).

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

3. EYFS in our Trust

Transition starts as early as possible, once places in school have been confirmed, with visits made by staff, to see the children in their current setting. This together with a number of 'stay and play' sessions, ensures that staff begin to build those crucial relationships with pupils and share information with parents which helps to support a smooth transition into school.

Once in school, staff use a range of different approaches. Children learn through planned play, by adults modelling, by observing each other and through guided learning and direct teaching. Children's learning is often driven by their interests and so learning and planned activities are flexible. Depth in learning is important as are opportunities to revisit and generalise learning.

Staff create enabling environments for high-quality play, with care given to resources which match the children's interests, level of development and are accessible for all.

Planning across a week, ensures curriculum coverage as well as encompassing children's specialist programmes, for example physio or sensory programmes. Careful sequencing from individual starting points helps children to build their learning over time.

4 The Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

As our children arrive with diverse range of strengths and needs we assess each individual and work with them from their individual starting points.

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 consider 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. As all our children have special educational needs and/or disability, staff consider what specialist support is required, linking with relevant services from other agencies, in order to deliver the outcomes of the Education health Care Plan (EHCP).

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

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for their next stage in learning.

4.3 Assessment

Formative 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 consider observations shared by parents and/or carers on our digital evidence platforms.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing as expected and the areas in which additional support is needed.

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.

5. Working with Parents and Carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person 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.

Our parent partnership is developed by;

- Home visits where appropriate
- Keeping parents informed - prior to admission into EYFS, a meeting is held to explain procedures and routines and our philosophy on Early Education.
- Making parents/carers feel welcome in school.
- Ensuring good communication between parents and school
- Involving parents/carers in discussions on their child's progress during formal and informal meetings.

6 Safeguarding and Health and Safety

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021) and there is a section in our school Safeguarding Policy that directly refers to practice in the EYFS.

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets.

This is in line with our Safeguarding Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular

observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs. We are a healthy school and our children receive free fruit and milk from a Government scheme and we actively support teeth-brushing.

We take all accidents seriously and they are always logged onto a CPOMs system and a phone call home is always made immediately if a child bangs their head. We have cold compresses if needed.

We encourage all children to start school without nappies but will assist and care for any children who require support with this. We acknowledge that young children often have 'accidents' (i.e. wet themselves) and encourage parents to provide spare clothes. Children are changed in the toileting area.

All large play equipment is checked by our site officer and fire alarm tests are held regularly in line with Trust policy.

7 Inclusion

As part of the larger school community we adopt the whole school policy for Inclusion, Equal Opportunities and Race Equality.

The core values of our school emphasise the need to value and respect everyone in our community.

Our school policy states our intent to promote Equal Opportunities, Inclusion and Race Equality.

Aims:

- To be an inclusive school making equality of opportunity a reality for all of our children in their everyday lives.
- To develop the children's awareness of the diverse society in which we live. We will help them to learn positive attitudes and equip them to take their place within this society.
- To educate our children so that they have a good understanding of what equal opportunities means.
- To provide children with differing and appropriate levels of support for them to succeed.
- To eliminate any actions, words or practices that contribute to inequality whether they intend to or not.
- To develop children's appreciation of the positive and enriching experiences that can be gained from living and working in a multi-faith, multi-race and multi-cultural society.

In order to be inclusive we will have due regard to the needs of different groups within our school:

- Girls and boys.
- Minority ethnic and faith groups.
- Children who need support to learn English as an additional language.
- Gifted and talented children.

- Any child who is at risk of disaffection or exclusion

For further information see our whole school policy for Inclusion, Equal Opportunities and Race Equality.

8 Monitoring

This policy will be reviewed and approved by the CEO every two years. At every review, the policy will be shared with the Board of Trustees.