



Early Year Foundation Stage Policy (EYFS)

Whaley Thorns Primary School

Approved by:	Trust Board	Date: 28 March 2022
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List of associated policies:	TEAM Accessibility Plan TEAM Admissions Policy TEAM Anti-Bullying Policy TEAM Behaviour Policy TEAM Child Protection Policy TEAM Equal Opportunities & Diversity Policy TEAM Health & Safety Policy TEAM LAC Policy TEAM Late Collection of Students Policy TEAM Pupil Attendance Policy TEAM SEND Policy TEAM Supporting Children with Health needs who cannot attend School TEAM Supporting Children with medical conditions Policy TEAM Trips & Visits Policy	

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Version History

Version	Date	Detail	Author
1	29.05.20	Original document	
2	13.05.21	Reviewed – Updated list of statutory policies for the EYFS. Further scheduled review to reflect DfE guidance commencing 1.9.21 has been scheduled (approved 25.5.21)	RWA
3	6.03.22	Reviewed - Updated to reflect the new Statutory framework and guidance for EYFS 2021 (approved 28.3.22)	RED

1. Scope

This policy relates to all schools and settings across T.E.A.M Education Trust who have an Early Years Foundation Stage (EYFS) provision. It may be augmented by local statements in each school that reflect their specific approach and processes.

Within this document, the term Early Years is used to describe children within Pre-Nursery, Nursery and Reception Year Groups.

This policy is written with reference to, and to comply with, the Statutory Framework for the Early Years Foundation Stage guidance, setting the standards for learning, development and care for children from birth to five, first published 31 March 2021 and effective from 1 September 2021.

2. Aims

This policy aims to:

- Ensure all children within the Early Years access quality learning experiences within a broad and balanced curriculum that gives them the knowledge and skills needed for good progress through school and life.
- Provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. (Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.)
- Ensure there is quality and consistency in teaching and learning so that every child experiences personal success at their own level and makes good progress.
- Promote and maintain close partnership working between practitioners, parents, carers and other professionals.
- Provide every child with the confidence to explore new learning as a result of feeling secure and valued.

3. EYFS Principles

The EYFS is based on four overarching principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Equal opportunities and inclusion are central to all we do. We are committed to ensuring that every member of the EYFS community, regardless of race, gender, disability or religion is given the same opportunities and support to reach their full potential.

4. Legislation

This policy is based on the requirements set out in the [2021 Statutory Framework for the Early Years Foundation Stage](#).

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

5. Structure of the EYFS

Each school in discussion with the CEO/Director of Education and Achievement has autonomy over the EYFS structure and sessions it provides. Individual schools will have an EYFS statement which supports this policy and outlines the structure of its provision.

6. Curriculum

Our Early Years settings will follow the curriculum as outlined in the 2021 statutory framework and the areas of learning to shape the educational programmes.

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.

The curriculum places high importance given to the development of speech and language and literacy skills throughout. In particular, our EYFS framework places a strong emphasis on storytelling, modelling, interaction and extension of vocabulary. The requirement to promote good oral health is included within our curriculum and this will be actively encouraged in all schools.

6.1 Planning

Staff will plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children will be expected to focus strongly on the 3 prime areas.

Continuous provision will be planned to ensure a broad and balanced coverage of skills and areas, with enhanced planning ensuring pupil interests and styles of learning are considered and catered for. Teachers and key workers will plan together to ensure there are opportunities for learning to support next steps and pupil progression.

Staff will also take into account the individual needs and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff will consider whether specialist support is required. If specialist support is required, they will link with relevant services from other agencies.

In planning and guiding children's activities, practitioners will reflect on the different ways that children learn and include these in their practice.

6.2 Teaching

Staff will decide what they want children in their setting to learn, and the most effective ways to teach it. Staff will stimulate children's interests, responding to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. Each area of learning

and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.

As children grow older and move into the reception year, there will be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

In planning and guiding what children learn, practitioners will reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

6.3 Assessment

At T.E.A.M. Education Trust, ongoing assessment is an integral part of the learning and development process. Practitioners will need to know children's level of achievement and interests to inform future planning and learning experiences. Practitioners will need to respond to their own day-to-day observations and that shared by parents and carers to contribute to knowledge of children's progress.

Assessment will serve children's learning and our curriculum, we will have an overview of children's progress, so that we can take further actions where needed. Assessments will not require excessive paperwork and practitioners will draw on their knowledge of the child and their own expert professional judgement.

Our aim is for the system to be proportionate and not overly burdensome.

6.3.i Progress check at age two

When a child is aged between two and three, practitioners will 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 child's strengths and any areas where the child's progress is less than expected. If there are any significant concerns or special educational need or disability practitioners will need to plan for additional support. Staff will also liaise with other relevant health professionals and our Trust SENCO when appropriate.

6.3.ii Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

The statutory guidance for the administration of the RBA is set out in Annex B of the [2021 Statutory Framework for the Early Years Foundation Stage](#). The guidance covers all intakes in reception within an academic year including during autumn, spring and summer terms.

6.3.iii Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will need to be judged. Staff will complete the EYFS profile for each child including those with special educational needs or disabilities (SEND). Each child's level of development must be assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')

The profile will reflect ongoing observations and discussions with parents/carers. The results of the profile will be shared with parents/carers.

7. Working with parents/carers/families

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers. Parent involvement is crucial and we learn a great deal about each child from their parents. Therefore, parental support and contribution with their child's education can make a huge difference to their overall progress and achievements. As such parents/carers will be kept up to date with their child's progress and development through a variety of sources and events.

Each child will be assigned a key person/teacher who helps to ensure that their learning and care is tailored to meet their needs. The key person/teacher will support parents/carers in guiding their child's development at home. The key person/teacher will also help families to engage with more specialist support, if appropriate.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Child Protection Policy.

9. Monitoring arrangements

This policy will be reviewed every 2 years, or as and when required due to changes in requirements. The review of this policy will be undertaken by the Director of Education & Achievement.

At every review, the policy will be shared with the Trust Board for approval where there are changes requested.

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 TEAM Child Protection Policy
Procedure for responding to illness	See TEAM Supporting Students with Medical Conditions, TEAM Children with health needs who cannot attend school Policy, TEAM First Aid in School Policy, TEAM Health & Safety Policy
Administering medicines policy	See Supporting pupils with medical conditions policy
Emergency evacuation procedure	See Critical Incident Management Plan
Procedure for checking the identity of visitors	See TEAM Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See TEAM Child Protection Policy which includes Children Missing from Education and TEAM Late Collection of Students Policy
Procedure for dealing with concerns and complaints	See TEAM Complaints policy