

Early Years Foundation Stage (EYFS) Policy

September 2020

Published date: September 2020	Next review deadline: September 2021	Statutory	Executive Lead at ATT: Amy Bills Regional Education Director – Primary, West
--	--	------------------	---

Associated documents:	
Curriculum Handbooks ECSI Guide 2020-21 EYFS Tight Principles 2020-21 Global Calendar	
Links to:	
• Assessment, Feedback and Marking Policy • Behaviour (including Rewards, Sanctions and Exclusions) Policy • Curriculum Policy • Equalities Policy • Pupil Premium • SEND Policy	

Approved by the Standards and Outcomes Committee of the Trust Board, April 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Contents	Page
Statement of Intent	4
1. Legal Framework and Definition	4
2. Scope of Policy	4
3. Introduction	5
4. Aims and objectives	6
5. Safeguarding	6
6. Teaching and learning	6
7. Play within the Early Years Foundation Stage	7
8. Inclusion within Early Years Foundation Stage	7
9. The Early Years Foundation Stage Curriculum	8
10. Assessment	8
11. The Role of Parents and Carers	9

Statement of Intent

All learners in our academies will experience a curriculum that

1. is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision.
2. is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
3. is **inclusive**, nurturing and tailored towards the needs of the individual.
4. is focused on developing the very best **literacy, numeracy** and **digital** skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens.
5. is **enriching**, ensuring all experience a rich variety of cultural, artistic and sporting activities.
6. is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
7. celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills**.
8. **develops** character, personal pride and the highest moral standards.
9. celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world.
10. Is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

1. Legal Framework and Definitions

This policy has due regard to statutory legislation, including, but not limited to

- The Education and Inspections Act 2006
- The Health Act 2006
- The Equality Act 2010
- The Education Act 2011
- The Education (Independent School Standards) Regulations 2014.
- The Immigration Act 2016
- The General Data Protection Regulation (GDPR)
- The Data Protection Act 2018

This policy also has due regard to DfE guidance, including, but not limited to, the following:

2. Scope of this Policy

This policy applies to all academy leaders, academy staff and academy learners.

3. Introduction

The Early Years Foundation Stage (EYFS) extends from the age of three, in Nursery, to the end of the reception, aged five.

Entry into academies takes various forms:

Nursery

September, January or April intake, during the term after children reach the age of 3.

Reception

September of the academic year in which child reach the age of 5; although compulsory school age does not begin until the start of the term after the child's fifth birthday.

The EYFS is essential in providing children with the best start in life and supporting them in fulfilling their full potential. It is vital in preparing children for the next stage in their education.

We aim for high quality experiences throughout our settings and a secure foundation from which to build holistic learning and development. Forming strong relationships between parents and the academy will ensure that all adults involved in the child's education are working collaboratively to support, guide, stretch and challenge children within and beyond the curriculum.

Some children may have attended a previous educational setting within the community. When joining our academies, communication with such settings forms a vital part of the transition process and informs baseline assessments in order to ensure that provision builds upon what children already know and can do at the earliest opportunity. Academies must contact a child's previous setting and speak to parents to gather relevant information to ensure a smooth and successful transition for all. This ensures that:

- the academy is building up a picture of the child as an individual, taking into consideration their personal, social, emotional and academic needs.
- the academy can ensure all resources and provision are in place for any child with individual or specific needs, including those with Special Educational Needs or Disability
- sequences of learning are planned coherently, building cumulatively on existing knowledge and skills whilst revisiting secure concepts, therefore maximising progress.

This policy is underpinned by the following Early Years Foundation Stage documents:

- i. Statutory framework for the Early Years Foundation Stage (DfE, 2017)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf
- ii. EYFS profile handbook (STA, 2017)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/564249/2017_EYFSP_handbook_v1.1.pdf
- iii. The Early Years: Foundations of life, health and learning (Dame Tickell, 2011)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180919/DFE-00177-2011.pdf
- iv. Development matters (The British Association for early childhood education, 2012)
<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>
- v. Early years outcomes (DfE, 2013)
https://www.foundationyears.org.uk/wpcontent/uploads/2012/03/Early_Years_Outcomes.pdf
- vi. Bold beginnings
<http://www.gov.uk/government/publications/reception-curriculum-in-good-and-outstanding-primary-schools-bold-beginnings>

4. Aims and objectives

The EYFS curriculum underpins all future learning by promoting and developing

- personal, social and emotional development
- communication and Language
- literacy
- mathematics
- understanding the world
- physical development
- expressive arts and design.

Our academy weaves the Early Years Framework principles into all daily routines and promotes the following principles:

- Every child is a unique child, 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 in which their planned experiences are responsive to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

5. Safeguarding

Clear policies and procedures are in place to ensure that children are safeguarded at all times. If there are any concerns in relation to safeguarding, these are reported immediately to the safeguarding lead within the academy. The EYFS Leader must hold at least a Level 3 qualification with all other staff holding a Level 2 or equivalent qualification. A key worker system is also used, providing children and parents/carers with a main point of contact.

6. Teaching and learning

Research suggests that there is no single approach or style that has more impact than another to maximise outcomes. In all EYFS settings, there must be a clear balance in teaching children new skills and knowledge explicitly in various forms throughout the day. This can take the form of direct instruction or play based activities. New skills can then be practised in high quality play through continuous provision. Interactions with adults and children should be carefully planned using ongoing assessment information and varied in content, length and area of learning.

Good practice is exemplified by:

- the partnership between teachers and parents/carers to help our children to feel secure within the academy and to develop a sense of well-being and achievement
- highly skilled practitioners with expert knowledge of how children develop and learn
- a range of approaches that provide first-hand experiences, give clear explanations, make timely interventions and extend and develop play, talk and other means of communication
- a sequentially planned curriculum based on accurate, frequent assessment
- high quality continuous provision that builds upon and extends children's interests and develops their intellectual, physical, social and emotional abilities
- a curriculum centred upon reading: Children are immersed in stories, poems and rhymes that help to develop imagination, vocabulary and comprehension
- a language and communication rich environment that encourages talk and promotes independence, resilience and self-management
- a sharp focus on the needs of individual children using a range of evidence. This looks at children's progress and future learning needs, which are regularly shared with parents and carers and acted upon to support the children in developing new skills and knowledge
- ongoing identification and review of CPD needs for all practitioners linked to research-based pedagogy, appraisal and pupils' specific learning needs.

7. Play within the Early Years Foundation Stage

Through play, children explore and develop learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to process and manage feelings and begin to understand the need for rules, sharing and structures. They have the opportunity to communicate with others as they investigate and solve problems. All of these skills form the firm foundations for future learning. Carefully planned opportunities to develop children's skills and characteristics of effective learning through play are crucial, a crucial within and beyond the EYFS curriculum.

8. Inclusion within Early Years Foundation Stage

Children are at the centre of every decision and make optimum progress when they feel happy, safe and when their individual needs are met throughout all aspects of learning. Individual targets for each child based on a wide range of information ensure that all practitioners are equipped with the knowledge required to facilitate this. These are shared with parents and reviewed on a regular basis. Detailed analysis takes place in order to inform planning next step for individual and groups. These are communicated with parents so that support can be given through fun activities at home.

Inclusive practice is exemplified by:

- planning engaging opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a variety of teaching strategies and approaches based on research and children's next steps
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively
- offering a safe and supportive learning environment in which the contribution of all children is valued and celebrated
- planning challenging activities for all children that develop their skills across all areas of the Early Years curriculum
- monitoring children's progress and adapting provision in response. This can be done within the academy or by seeking advice from external agencies. If additional support is needed, parents will be invited into the academy to agree what support is needed.

If additional support is needed, early interventions are planned, supporting children in catching up quickly, teaching concepts will be broken down into smaller steps and children are given regular opportunities and more time to practice and embed new learning.

9. The Early Years Foundation Stage Curriculum

Our curriculum for the Foundation Stage reflects the seven areas of learning outlined in the Early Years Foundation Stage framework (2017) (Personal, Social and Emotional Development, Language and Communication, Understanding the World, Literacy, Mathematics, Expressive Arts and Design and Physical Development). Children's learning experiences enable them to develop competency and skill across a number of learning areas.

By the end of the reception year, children have a daily mathematics, literacy and phonics session to help prepare the next stage of their education. Long, medium and short-term planning identifies the intended learning outcomes, children's interests and individual needs based on their relative starting points. Outdoor learning is an essential part of the Early Years curriculum and helps children to develop gross and fine motor skills that form the basis of future learning.

10. Assessment

Regular formative and summative assessments are used routinely to ensure that planning reflects identified needs for groups and individuals. Assessment usually takes the form of observations, varied in length and focus, led by EYFS practitioners. Holistic assessment also includes information from parents/carers and external agencies where appropriate.

During the first month in Nursery and Reception classes, the teacher assesses the ability of each child. These assessments allow us to identify patterns of attainment within the cohort, ensuring that planning is adjusted to meet the needs of individuals and groups of children. The information contained in the EYFS profile is shared at regular parental consultation meetings.

Children in Reception will complete the statutory baseline from September 2020. Progress from this baseline is tracked using information collected as detailed above and recorded summatively on a termly basis.

In the final term of Reception, an overall summary of these assessments are submitted via the Local Authority and is used to establish whether children have achieved a Good Level of Development (GLD), as expected at the end of Reception. This also includes a summary of the characteristics for effective learning, as detailed in 'Early Years Foundation Stage Development Matters'. This information is then central to transition and is used to ensure that colleagues have an in-depth

understanding of children's knowledge, skills and development allowing these to be applied and built upon.

Ongoing assessment information and evidence of progress is recorded in a 'learning journey' for each child, which takes the form of a book and/or an electronic system. This records examples of each child's work across all seven areas of learning. These are shared with parents on a regular basis and at parent consultations. Parents are actively encouraged to contribute to their child's learning journey, ensuring that achievements both in and out of the academy are captured.

Parents and carers receive an annual report that comment on their child's progress in each area of learning and a summary of the characteristics of learning. It highlights strengths and areas for development. For children in Reception, the information sent to the local authority for end of year data will also be reported to parents.

11. The role of parents and carers

Parents and carers have a vital role as a partner in the education of their child. A collaborative and positive relationship is essential in providing a child with a positive educational experience.

We aim to establish and maintain this relationship by:

- talking to parents and carers about their child before starting at the academy - this could take the form of home visits or transition visits within the academy
- providing opportunities for children and parents/carers to spend time with EYFS practitioners before starting at the academy
- inviting all parents/carers to an induction meeting before their child starts at the academy
- offering parents/carers regular opportunities to talk about their child's progress
- encouraging parents/carers to talk to the child's teacher if there are any concerns
- having flexible induction arrangements and allowing time to discuss each child's individual needs and circumstances
- offering a range of activities, throughout the year that encourage ongoing, purposeful collaboration between child, academy and parents/carers. These could take the form of parent learning mornings, parent workshops or providing home learning that can be completed with the child.

There is a formal meeting for parents and carers at least once a term, at which the parents/carers discuss the child's progress in private with the teacher. Parents and carers receive a report on their child's attainment and progress at the end of each academy year.