

Early Years
Foundation Stage (EYFS) Policy
Impact Education Multi Academy Trust



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Early Years Foundation Stage (EYFS)

Introduction

‘Every child deserves the best possible start in life and support to fulfil their potential. 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.’

‘Early Years Foundation Stage Profile’ Department for Children, Schools and Families 2012

Early childhood is the foundation on which children build the rest of their lives. At Old Bank Academy, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life as well as preparation for the next stage of education.

The EYFS for children is from birth to five years of age (the end of the reception year). All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and carers, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in their charge.

At Old Bank Academy our EYFS provision has been organised to ensure each and every child makes maximum progress and reaches their full potential by the end of the reception year. We aim to achieve this through a balance of structured adult-led/directed activities and time for children to access the well organised stimulating continuous provision independently.

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Structure of EYFS

At Old Bank Academy we have one phase of EYFS:

Children join our school in Reception and attend for full day sessions.

Children will have access to a wide variety of provision areas, including free flow access to the outdoor environment. Provision areas are carefully planned to extend children’s skills and knowledge, whilst also meeting children’s interests to promote motivation, engagement and independence. Children will also access whole school areas e.g. the hall for assemblies and PE lessons.

Throughout the day children will engage in both adult-led teaching inputs and child-initiated play. Adult-led inputs will include Maths, English and Phonics teaching in whole class and small group scenarios. Child-initiated play in provision will provide the opportunity for children to apply their skills independently and alongside adults. High quality interactions will enhance children’s play in provision.

The Aims of the EYFS Provision at Old Bank Academy

Our aims throughout the EYFS are:

- To make the induction process into our nursery and school positive and supported.
- For each child to feel valued unconditionally and appreciated as unique individuals who have specific needs and interests.
- For the children to be active, creative and to develop as critical thinkers.
- To provide a safe, caring, supportive and well-organised environment where children can learn through a variety of practical activities.
- To provide experiences for all children, whatever their needs, which actively encourage engagement rather than allow passive/repetitive play.

- For children to thrive and develop, building on what they already know, within a relevant and well-planned curriculum.
- To set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- For children to discover what they can achieve, rather than what they can't achieve and to encourage an ethos of 'it's okay to be wrong' and to 'take a risk'.
- To work in partnership with parents and carers.
- To safeguard and promote children's welfare at all times.
- To lay the foundations that will encourage each child to realise their full potential.

EYFS Principles

The EYFS is based upon four principles:

- **A unique child:** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships:** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.
- **Enabling environments:** We recognise that the environment plays a key role in supporting and extending the children's development. Reception classes are organised to allow children to explore and learn securely and safely. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experiences, completing achievable activities/challenges to extend their learning. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence.

The Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

Planning

Staff 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 are expected to focus strongly on the 3 prime areas and planning and teaching takes place in the moment.

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 experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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 as children are expected to learn in a more formal manner with whole class and adult led teaching taking place alongside age appropriate learning through play.

Assessment

Assessment in Early Years takes the form of both formal and informal observations using the Early Excellence Assessment Tracker (EExAT). Children are assessed on entry no later than 4 weeks after starting. Subsequently, an assessment is then made at the end of 3 assessment windows (1st September to 31st December, 1st January to 30th April, 1st May to 31st August) as well as an assessment check at 6 month intervals.

EExAT assessment is made in three distinct but related and sequential parts that build up the appropriate information in order to complete each summative assessment at the end of each window.

These are:

- 1 Screening the child's Well-being and Involvement using the Leuven Scales.
- 2 Making judgments about the child's demonstration of the Characteristics of Effective Learning (CoEL).
- 3 Making judgments about the child's demonstration of the Areas of Learning and Development in relation to age-related expectations

At the end of the reception year in school, the child's attainment is recorded on to the Early Years Foundation Stage Profile. We summarise each child's level of development against the 17 early Learning goals as **Emerging (1)**, **Expected (2)** or **Exceeding (3)**. It is a statutory requirement to collect, collate and submit assessment data to the LEA at the end of the in the Foundation Stage. The Government set out **The Good Level of Development (GLD)** measure in 2013. Children are defined as having reached a good level of development at the end of EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (PSED, C&L) and;
- the early learning goals in the specific areas of mathematics and literacy.

Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development. The progress check at age 2 years 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.

Parents are given access to their child's learning evidence on EExAT for them to view at home and to contribute to by uploading evidence from home too.

The Induction/Transition Process

Children starting in Old Bank Academy Reception classes come with different experiences, abilities and needs. We acknowledge the significance of the steps that they have to take when they come to our nursery or reception classes for the first time. Every effort is made to ensure there is a smooth transition from home or nursery to our nursery and reception classes. During the summer term parents' meetings, open days, home visits and stay and play session are organised to enable children, staff and parents' to become familiar with each other and the new learning environment for children in September. It is our main aim to ensure that children settle quickly, feel happy and safe so they are able learn and progress quickly. It is important to stress that if parents are concerned in any way about their child, they should discuss their concerns with the class teacher or EYFS Leader. Where a child takes longer to settle in to the setting, the EYFS teachers and key workers will work alongside parents to develop a unique and holistic plan to support that particular child.

Safeguarding

At Old Bank Academy, we follow the schools:

- Child Protection Policy: Protecting and Safeguarding Children.
- Collection of Children Policy.

We aim to ensure that the children at Old Bank Academy are kept safe from harm and all children leave the academy safely.

The EYFS staff follow the academy's procedures when it comes to safeguarding the children in EYFS. The class teachers in nursery and reception have a responsibility for safeguarding and promoting the welfare of children in the EYFS. The nursery teachers take this responsibility across all keyworker groups within the nursery. There will be a continuous dialogue between teachers, support staff and keyworkers. Teachers are expected to record any relevant information on CPOMS and where a matter is more serious, refer incidents to the Designated Safeguarding Lead or Deputy Safeguarding Lead as soon as possible. All key information about vulnerable children will be shared between the teachers and DSL in an ongoing cycle of keeping children visible and safe. Relevant information will be cascaded to keyworkers in the nursery, in a confidential and sensitive way.

Safeguarding Supervision provision will be in place through meetings or conversations between EYFS teachers and the DSL or Deputy DSL and recorded on CPOMS. Where necessary information, good practice, support, knowledge and skills will be cascaded through the teachers or appropriate training sessions to key workers and other adults working with the children in EYFS.

Special Educational Needs

At Old Bank Academy, we follow the academy's Special Educational Needs Policy and Inclusion Policy to ensure all children's needs are being met. In the Early Years continual informal and formal assessments undertaken by the staff provide opportunities to identify any special educational needs a child may have. While all children develop differently, it is recognised that a significant lack of achievement may be a cause of concern and will be carefully monitored (allowing for a settling in period). Children identified with special educational needs are monitored and initial concerns are discussed with parents and the SENCo. Advice may be sought from other agencies e.g. Speech and Language Therapy Service and Portage.

Monitoring and Evaluation

This policy will be reviewed and approved by J Wood every year. At every review, the policy will be shared with the Governing Board.

Equality

At Old Bank Academy, we value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Old Bank Academy are treated regardless of gender, race, religion or abilities. All children and their families are valued for who they are. We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Health and Safety

At Old Bank Academy, the health and safety of children are at the heart of everything we do. Health and safety issues will be considered and addressed in accordance with the school's Health and Safety Policy and Safeguarding Policy. We will also refer to the Safeguarding and Welfare Requirements within the Statutory Framework for the Early Years Foundation Stage. Risk assessments should be completed for any planned educational visits and submitted to the appropriate place. Regular risk assessments need to be carried out both within the EYFS classrooms, outdoor areas and other areas of learning.

Appendix 1 List of Statutory Policies and Procedures for Early Years

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|---|
| Child Protection policy and procedures | Child protection Procedures, Impact Education Trust policy, |
| Procedure for responding to illness | Policy and Procedure for First Aid & Supporting Children with Medical Conditions |
| Administering medicines policy | Policy and Procedure for First Aid & Supporting Children with Medical Conditions |
| Emergency evacuation procedure | Emergency Management Policy |
| Procedure for checking the identity of visitors | Child protection Procedures, Safeguarding policy, |
| Procedures for a parent failing to collect a child and for missing children | Collection of Children (including lates and uncollected) & Missing Child Policy and Procedure |
| Procedure for dealing with concerns and complaints | Impact Education Trust Complaints Policy and Procedure |