



# Early Years Foundation Stage Policy

<b>Date Approved by The Board of Trustees</b>	<b>26<sup>th</sup> September 2023</b>
<b>Effective period</b>	<b>1<sup>st</sup> September 23 – 31<sup>st</sup> August 27</b>
<b>Reviewer</b>	<b>Sherry Morris Davies</b>
<b>Date of Review</b>	<b>September 23</b>
<b>Next Review Due</b>	<b>July 27 – Or prior if changes are made to EYFS The Statutory Framework</b>

The Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards for promoting the learning, development and safety of children from birth to five years in Ofsted registered settings. The EYFS lays down the legal requirements that Early Years' providers must meet, including:

- learning and development requirements: specific areas of learning and development which should shape the activities and experiences you offer
- assessment requirements: how you measure children's progress and feedback to parents or carers
- safeguarding and welfare requirements: what you must do to keep children safe and promote their welfare

We aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

***“When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”***

### **Development Matters Sept 2020**

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

### **Curriculum**

The Nursery and Reception follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practice as set out in Development Matters 2020.

- 1. The best for every child**
- 2. High-quality care**
- 3. The curriculum: what we want children to learn**
- 4. Pedagogy: helping children to learn**
- 5. Assessment: checking what children have learnt**
- 6. Self-regulation and executive function**

## 7. Partnership with parents

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those who need additional support.
- Work in partnership with parents and where needed outside agencies.
- Plan challenging learning experiences for all our children, based on the individual needs of the child.
- Provide opportunities for our children to engage in adult led learning and self-initiated learning.
- Provide a secure and safe learning environment indoors and outdoors.
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning.

Areas of Learning:

The EYFS is made up of **three prime** areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are **four specific** areas of learning:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

**All seven areas of learning and development are important and interconnected.**

All children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

## Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed will liaise with the Special Educational Needs Co-ordinator. The needs of children with English as an additional language will be met through planning and support alongside our 'English as a Second Language' (EAL) lead practitioner.

### **Assessment, Recording and Reporting**

- Assessments are made in line with the EYFS.
- Daily practice includes observations of children's development and progress.
- Discussions are held with all adults in EYFS about individual children's development and next steps.
- Significant observations of children's' achievements are recorded on Tapestry which are shared with parents.
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning.
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning.

### **Transitions**

We recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children starting in our Nursery's or Reception Classes are offered home visits prior to their child starting. This gives children the security of meeting their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In addition to this all the children have a play session to meet the other staff and get familiar with their new surroundings.

In addition to this, all children starting Nursery or Reception have stay and play sessions with their new class teacher and teaching assistant, parents are invited to attend and are familiarised with the school and school day.

Those children coming from different settings to our Reception are visited, where possible, by the Early Years Lead and their progress and development shared by their Nursery key worker.

We have a staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in.

In the Summer Term all our Reception children visit their new Year 1 teachers prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well - rounded picture of the children prior to starting the new school year.

## **Health and Safety and Safeguarding**

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 'Keeping Children Safe in Education' statutory guidance and adhere to the Academy's safeguarding policy.

We are healthy eating schools and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly updated. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we provide children with their own water bottle in Nursery and Reception.

Children are taught the importance of keeping clean and washing their hands correctly.

***“Tell me and I forget, teach me and  
I may remember, involve me and I learn”***

***Benjamin Franklin***