



Early Years Foundation Stage Policy

Delegation:

The Board of Trustees has delegated the responsibility of ratifying this policy to the School Governance Committee as acknowledged within the BCT scheme of delegation.

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Reviewer: Kevin Oakley (Headteacher)


(Chair of SGC) 12.07.18
(Date)

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in learning and teaching so that every child makes good progress and no child gets left behind
- Close partnership working between Phoenix Infant Academy practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The Early Years Foundation Stage Curriculum applies to children from birth to the end of the Reception year. In our school, children join Reception classes at the beginning of the school year in which they are five. Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important in its own right, and in preparing children for

later schooling and promoting a robust love of learning. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

Children joining our school have already learnt a great deal from their first educators, their parents/carers and from experiences outside of the home such as attending local Nurseries, being with child minders or attending family play groups. The Early Years education we offer our children is based on the following principles:

- It provides a safe enabling environment;
- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It develops child initiation;
- It promotes self-esteem;
- It is challenging and fun;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment.

4. Curriculum

There is a well-planned and resourced curriculum, based on real experiences. The environments we offer, both inside and outside, encourage the children to make choices, explore, investigate and learn using first hand experiences.

The curriculum is organised into: The Four Themes, The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development.

The Four Themes of the EYFS underpin all the guidance:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

The Characteristics of Effective Learning identify the ways in which children engage with others in their environment. They underpin all learning and development across all areas of the curriculum and enable children to be effective and motivated independent learners.

- Playing and exploring
- Active Learning
- Creating and thinking critically

The Prime Areas

- Personal, Social and Emotional Development
- Physical Development

- Communication and Language

These areas begin to develop in response to relationships and experiences. They support the learning in other areas of the curriculum. We promote oracy skills through our direct teaching of Talk 4 Writing, fostering a love of quality children's literature to ensure that children encounter a range of modern classic, traditional stories, rhymes and different genres of text that the children need to develop oral skills before they can independently write.

The Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

These areas include essential skills and knowledge. They grow out of the prime areas and provide a context for learning experiences. We support the development of basic skills by using Read Write Inc to develop phonic knowledge and its use in reading and writing. The link of these skills is also supported through our Talk 4 Writing whereby books form the central spine that ripples through the rest of the curriculum areas. We also have structured maths sessions to secure early number concepts. A lot of our learning and teaching is achieved through the carefully planned environments.

4.1 Planning

Staff plan activities and experiences for children that enable them 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.

Staff also take into account 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. 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. The environment is skilfully designed to depict both the children's interests and the local relevant context. Such careful planning of the continuous provision facilitates the learning through play and further develops the children's understanding of the world around them.

Following a careful induction transition, when the children are ready to learn (Leuven,) the are carefully assessed to accurately identify their starting points. This informs the teachers planning for daily maths, literacy, handwriting development, and phonics sessions, as well as their whole class regular reading sessions.

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. 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 towards more adult-led activities to help children prepare for more formal learning.

We take into account the findings of 'Bold Beginnings' in parallel with complementary reports, such as 'Teaching and play in the early years – a balancing act'. These are based on best practice and contextually relevant high sample research and enable us to prepare children effectively for Key Stage 1 and beyond. Any such guidance should be adapted to the context of the school's curriculum design based upon their individualised 'Intent'. In our school we ensure there is a high level of challenge across all curriculum areas. We prioritise the teaching of early reading, through synthetic phonics and have an overwhelming focus on vocabulary based on the low starting points of our children's expressive language and the high level of EAL. Our school is a Mathematics Mastery school. This approach, which has a more challenging curriculum than that of Development matters and the EYFSP, ensures our teachers have sound mathematical knowledge and are confident to support and extend children's mathematical learning through their play and supports progression into Year 1, eradicating the gap between the EYFSP and the NC14.

5. Assessment

At Phoenix Infant Academy, ongoing 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 (captured within online journal: Tapestry,) are used to shape future planning. Practitioners also consider observations shared by parents and/or carers. Parents can access their children's learning via tapestry and make supporting observations whether it be written or encapsulated via another form of media such as video or a photograph for instance.

In the summer term, 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*
- *Exceeding expected levels or,*
- *Not yet reaching expected levels ('emerging')*

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. 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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy will be reviewed every two years by the Academy and ratified by the School Governance Committee.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions and supporting pupils with medication policies
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaint's policy