



Phoenix Infant Academy  
Together We Soar

Name of Policy	Early Years Foundation Stage Policy
Scope of Policy	This policy applies to all in the Early Years Foundation Stage
Approved by	Principal
Date of Approval	September 2020
Review period	Two Years
Review Date	September 2022

GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

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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 teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between 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

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

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 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

### 4.1 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.

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,) they 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, ready for year 1.

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 EYFSP 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 through Tapestry observations, parents evenings and an end of year report. The EYFSP 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.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Sian Bridger, EYFS Leader every two years.

At every review, the policy will be shared with the Trustees.

## 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 child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
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 complaints policy