



Phoenix Infant Academy
Together We Soar

Name of Policy	Early Years Foundation Stage (EYFS) Policy
Scope of Policy	The policy applies to all in the EYFS
Approved by	Principal
Date of Approval	September 2022
Review period	Two years
Review Date	September 2024

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
- A close working partnership between staff and 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 2021 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

At Phoenix Infant Academy we have three Reception classes with a class teacher and teaching assistant in each. All three Reception classrooms have direct access to an outdoor learning environment which the children.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

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 rich experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children in the school are expected to focus strongly on the 3 prime areas. Staff utilise the environment as the third teacher and the continuous provision is planned to meet the needs of the children within the classroom environment, thus ensuring rich learning opportunities to maximise learning potential.

Quality provision is integral to ensuring that all children are able to reach their full potential and much of the quality teaching moments come from day-to-day observations of the children, how they are engaging with their learning and how can both the adult and environment upskill the next level in each child's learning journey.

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, staff reflect on the different ways that children learn and include these in their practice.

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. Staff respond to each child's emerging needs and interests, guiding their development through warm and positive interactions as well as facilitating and scaffolding learning within the learning environment both indoors and outdoors.

As the year progresses the balance progressively moves towards a greater expectation in the children's independence and autonomy in their own learning journeys. Deeper levels of learning are achieved through layers of challenged provision that maximises every child's potential and next steps. Adults continue to skilfully scaffold and enhance children's learning discoveries through discussion and questioning. All leading ultimately to positive outcomes for all children from their starting points. Children's own questions and

theories become the drivers in the day-to-day learning experiences ensuring children's interests are central to promoting a love of learning which leads to life-long learners motivated to learn about the world around them. Thus, laying the solid foundation for the next step of the educational career as they have a smooth transition into Year 1.

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 are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We value that a child's parent and or/carer is their first teacher and recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Through regular parent/carer workshops, meetings and stay and play sessions, parents feel supported on how to support their child at home. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child's assigned key person is their class teacher 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

We promote good oral health, as well as good health in general in the early years. We do this by getting a local dentist to come and talk to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

As well as this we promote and talk to the children about the importance of leading an active and healthy lifestyle. This is also upheld in our curriculum as we as forementioned plan visitors to come and talk to the

children about ways they can stay healthy. Alongside this the children are encouraged to stay active throughout the school day in both our indoor and outdoor learning environments.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Principal every two years.

At every review, the policy will be shared with the governing board.

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