

**Early Years Foundation Stage (EYFS) Policy**

**Approval confirmed:**

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| **Designation** | **Name** | **Date** | **Signature** |
| CEO: | Mrs Lyn Dance |  |  |
| Chair of Trust Board: | Mrs Kerry Brimfield |  |  |

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**Document Version control**

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| **Version** | **Changes made** | **Date** |
| 1.0 | Initial set up of Trust-wide policy | April 2021 |
| 2.0 | Changed in line with new EYFS guidance | December 2021 |
|  | Reviewed, minor wording changes | November 2022 |
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1. **Introduction**
	1. This policy aims to ensure:
		1. That children access a broad and balance curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
		2. Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
		3. Close partnership working between practitioners and with parents and/or carers
		4. Every child is included and supported through equality of opportunity and anti-discriminatory practice
	2. This policy follows the requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021.
	3. This document also complies with the Funding Agreement and Articles of Association for SAND Academies Trust.
2. **Structure of the EYFS**
	1.
3. **Curriculum**
	1. Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.
	2. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.
	3. 3 of these areas are known as the prime areas – these are seen as particularly important for igniting curiosity and enthusiasm for learning, for building children’s capacity to learn, form relationships and thrive.
	4. The prime areas are:
		1. Communication and language
		2. Physical development
		3. Personal, social and emotional development
	5. The prime areas are strengthened and applied through 4 specific areas:
		1. Literacy
		2. Mathematics
		3. Understanding the world
		4. Expressive arts and design
4. **Planning**
	1. Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.
	2. 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.
	3. 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.
	4. In planning and guiding the children’s activities, staff reflect on the different ways that children learn and include these in their practice.
	5.
5. **Teaching**
	1. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.
	2. Staff respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.
	3. 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 in Year 1.
6. **Assessment**
	1. Ongoing assessment is an integral part of the learning and development processes.
	2. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.
	3. Staff will also take into account observations shared by parents and/or carers.
	4. When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child’s development in the 3 prime areas. This progress check highlights the areas in which a child is progressing well and the areas in which additional support is needed.
	5. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).
	6. 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:
		1. Meeting expected levels of development
		2. Not yet reaching expected levels (‘emerging’)
	7. 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.
	8. 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.
7. **Working with parents**
	1. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.
	2. Parents and/or carers are kept up to date with their child’s progress and development.
	3. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child’s knowledge, understanding and abilities.
	4. Each child is assigned a key person who helps 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.
8. **Safeguarding and welfare procedures**
	1. We promote good oral health, as well as good health in general, in the early years by talking to children about:
		1. The effects of eating too many sweet things
		2. The importance of brushing your teeth
		3.
	2. The rest of our safeguarding and welfare procedures are outlined in our Safeguarding policy.
9. **Transition arrangements**
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