



Policy Title	EARLY YEARS FOUNDATION STAGE (EYFS) POLICY
Committee responsible	Ethos & Curriculum
Last reviewed	June 2024
Next review due	June 2025
Who is governed by this policy	All staff and pupils at the school
Available on website	YES

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

1. The EYFS Curriculum

- 1.1 There are seven areas of learning in the EYFS curriculum. All areas of learning and development are important and inter-connected. There are three prime areas that are crucial for igniting children's curiosity and enthusiasm for learning and for expanding their capacity to learn. These are:
- Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
- 1.2 There are four specific areas through which the three prime areas are strengthened and applied. These are:
- Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- 1.3 The EYFS is based upon four principles:
- A Unique Child
 - Positive Relationships
 - Enabling Environments
 - Learning and Development

2. A Unique Child

- 2.1 We celebrate the uniqueness of each child by offering personalised learning opportunities and working closely with families and professionals from other settings who have knowledge of the child. In our school every child matters.
- 2.2 Our skilled professionals understand the process involved in children's growth, development and learning. The curriculum and the opportunities we offer are designed to help children develop a positive sense of their own identity and culture. We recognize that children learn in different ways and at different rates and we accommodate this in the provision we offer.

3. Positive Relationships

- 3.1 We recognize that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationship with the children and their families and carers.
- 3.2 We recognize that parents are children's first and most enduring educators and we value the contribution they make. We recognize the role that parents and carers have played, and will continue to play in educating their children.
- We talk to parents about their child before their child starts school
 - We invite parents and carers to an induction meeting before their child starts school
 - We give children an opportunity to spend time with their teacher and the team before starting school
 - We offer parents regular formal and informal opportunities to talk about their child's development
 - We provide parents with an annual written report detailing their child's progress
 - We communicate with parents weekly via the Hedgehog Herald sharing information about our learning, how parents can support their children and signposting events and resources

- We invite parents into school through the year to share and celebrate the children's learning progress

4. The Learning Environment

4.1 Our learning environments are organised to enthuse children to explore and learn securely and safely. The classroom and Hedgehog Garden is arranged into learning areas, where children are able to find and locate equipment and resources independently. Children have the opportunity to free flow between the two environments. Being outdoors offers opportunities for doing things in different ways and on different scales. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all seven areas of learning.

5. Observation, Assessment and Planning

5.1 Planning is based on each child's ongoing formative assessment. We also have our Progression Document and Curriculum Document to ensure continuity of curriculum coverage, but these do change according to the needs of individuals and the class.

5.2 Assessment in the EYFS takes the form of observation by all adults working with the children. These observations are linked to our Curriculum document, which references Development Matters and Birth to Five, which in turn informs the end of phase judgements made in each child's EYFS Profile.

5.3 The teachers record each child's level of development against the 17 ELGs as either emerging or expected. The profile is then completed by identifying the child's skills in relation to the three Characteristics of Effective learning (playing and exploring, active learning, creating and thinking critically). We provide a written summary of these judgements for parents and an opportunity to discuss them.

6. The Wider Context

6.1 We work closely with outside agencies to support children's development. Where appropriate we involve health and social care professionals, family support workers and other members of the local community. We actively promote community cohesion.

6.2 We have termly meetings with WHSN to discuss assessment, provision, share good practice and work together to overcome any challenges. We also moderate our assessment judgements throughout the year.

7. Learning and Development

7.1 We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand they are interconnected.

7.2 Through our teaching and learning we ensure that children feel secure at school and develop a sense of well-being and achievement. Our professionals understand how children develop and learn, and consider this when they plan learning opportunities.

7.3 We offer children first hand experiences, give clear explanations, make appropriate interventions and extend and develop play. Books and stories are a powerful vehicle for learning and are given high priority. Our carefully planned and sequenced curriculum helps children work towards the ELGs throughout their time in Hedgehog class.

7.4 We enable children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Children are encouraged to communicate and talk about their learning, and to develop independence and self regulation. Learning is supported by appropriate and accessible indoor and outdoor space, facilities and equipment. We identify progress and future learning needs through observations.

8. The three characteristics of effective teaching and learning in the Early Years are:

8.1 Playing and Exploring

Children's play reflects their wide ranging interests and preoccupations. We believe that through play young children achieve their highest learning potential. Playing with peers is especially important for children's development.

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children. They communicate with others as they investigate and solve problems. They express fears and anxieties in controlled and safe situations.

8.2 Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Active learning occurs when children are motivated and interested. We give children independence and control over their learning. As they develop confidence they learn to make decision and this provides children with a sense of satisfaction as they take ownership of their learning.

8.3 Creativity and Thinking Critically

When children have opportunities to play and engage with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

We give children opportunities to be creative in all areas of learning. Adults support children's thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions. Children access resources freely and may choose to move them around the classroom to extend their learning.

9. Principles and Practice

9.1 As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as a vehicle for learning
- Promote equality and equity of opportunity
- Provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context of each child's life
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult initiated and child initiated, supported by an adult as a co player
- Provide a secure and safe learning environment, indoors and outdoors

10. Transitions

10.1 Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and we establish effective partnerships with those involved.

10.2 In the final term of Reception, the Year 1 teacher will meet with the early Years staff and discuss each child's development as measured against the ELGS in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

10.3 A programme of transition is carefully planned each year to match the needs of the children.

11. Safety

11.1 The children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and risks assessments in place to ensure the children's safety.

11.2 We promote the good health of the children in our care in numerous ways, including the provision of healthy snacks, and follow set procedures when children become ill or have an accident.

See separate policies: Safeguarding

12. Inclusion

12.1 We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the ELGs. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. In doing so, we work closely with parents and outside agencies.

See separate policy: SEND

13. Ratios

13.1 The school will ensure that staff levels within the early Years comply with statutory guidance and can meet the needs of the children. This is to provide suitable levels of supervision and keep children safe. Children will be kept within sight and hearing at all times.

- Class sizes will be limited to 30 children
- Classes will be led by a qualified teacher, supported by at least one Teaching Assistant

14. Statutory Assessments

14.1 Reception Baseline Assessment

The RBA is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills when they begin school. This must be completed within six weeks of each child starting school in Reception.

The RBA is carried out by the class teacher using an online programme, one to one with each child. The main purpose of the RBA is to create a starting point to measure the progress schools make with their pupils. The data from the assessment will only be used by the Department for Education when each child has reached the end of Year 6. The baseline assessment will measure the progress of each child's year group from Reception to Year 6.

14.2 The Early Years Foundation Stage Profile

The EYFSP assessment must be carried out in the final term of Reception in which a child reaches age 5, and no later than 1st July in that term.

The main purpose of the EYFSP is to provide reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFSP data is used to:

- Inform parents about their child's development against the ELGS and the Characteristics of Effective Learning
- Support a smooth transition into Key Stage 1 by informing the professional dialogue between EYFS and KS1 teachers
- Help the Year 1 teacher plan an effective, responsive and appropriate curriculum that will meet the needs of all children

14.3 The EYFSP provides an accurate national data set relating to levels of development at the end of the EYFS. The DFE uses this to monitor changes in levels of children's development and their readiness for the next phase of their education both nationally and locally.

15. Safeguarding within EYFS

15.1 The school will ensure that children taught in Hedgehog class are able to learn and develop and are kept safe and healthy so that they are ready to learn. The school will provide a safe, secure learning environment that safeguards and promotes welfare, and takes appropriate action where there are child protection concerns.

15.2 All safeguarding and child protection policies within the school apply equally to the children in EYFS. EYFS staff attend annual safeguarding training and the teacher is a trained DSL.

See separate policies: Acceptable Use, Health and Safety, Medical, Behaviour, Attendance, SEND, Equality, Inclusion, Safeguarding and Child Protection, First Aid, Use of Force and Restraint, Intimate Care

16. Review

16.1 We are aware of the need to review the school EYFS policy regularly so that we can take account of changes in the Statutory framework, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

16.2 During the review consideration will be given to:

- The value of the policy to all staff and the Governing Body
- The effectiveness of the policy in working and achieving the school aims, pupil performance and assessment results