



Early Years Foundation Stage Policy

Date approved by the LGB:

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Policy revised/updated by: Sayeh Mariner - January 2019

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Statement of Intent

"The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported."

(Department for Education, 2017)

1. Aims and objectives

- 1.1. Provide a happy, safe, stimulating and challenging programme of learning and development for our children as they begin their journey at Essa Primary Academy.
- 1.2. Use and value what children can do and build on what they already know through exciting, stimulating learning opportunities.
- 1.3. Provide an inclusive learning environment that is sensitive to individual requirements of children and supports children with additional needs.
- 1.4. Build strong parent partnerships by developing excellent relationships with parents and carers and helping them to support their children at home.

2. Responsibilities

- 2.1. The Local Governing Body has overall responsibility for the implementation of the Early Years Policy of Essa Primary Academy.
- 2.2. The Local Governing Body has overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. The Local Governing Body has responsibility for handling complaints regarding this policy as outlined in the Academy's complaints policy.
- 2.4. The EYFS Lead will be responsible for the day-to-day implementation and management of the Early Years Policy of Essa Primary Academy.
- 2.5. Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

3. Principles of the Early Years Foundation Stage

3.1. A unique child:

- Every child is a unique, competent learner.
- Children develop in individual ways and at varying rates.
- Children's attitudes are fluid and can be influenced by others.

3.2. Positive relationships:

- Children learn to be strong, independent individuals by developing secure relationships with teachers and peers alike.
- Relationships with parents and carers are also important and will be nurtured and developed.
- Any relationship will be respectful, caring and professional.

3.3. Enabling environments:

- The learning and play environments are vital for supporting and extending a child's development.
- In the classroom and outdoor environment, we observe and assess the children's development and interests.
- Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

3.4. Learning and development:

- Essa Primary Academy is organised in a way that encourages children to explore and learn safely.
- There are areas for activities and play, and others for quiet time and rest.
- The setting is designed to enable children to learn and play independently.

4. Welfare

Safety and security is a high priority at Essa Primary Academy and it is important that all children in our care are safe. We follow the safeguarding and welfare requirements detailed in the Statutory Framework for the Early Years Foundation Stage 2017 and these are as follows:

4.1. To promote the safety and welfare of the children in our care.

4.2. To promote good health and prevent the spread of infection by taking appropriate action when children are ill.

4.3. To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.

4.4. To ensure that adults who have access to children, or who look after children are suitably vetted and trained.

4.5. To ensure that the setting is fit for purpose and that furniture and equipment is safe.

4.6. To maintain records, policies and procedures required for safe and efficient management of the setting.

5. Relationships

5.1. At Essa Primary Academy, we feel it is important for children to learn social etiquette and to develop secure relationships with peers and adults.

- 5.2. Keyworker group time takes place daily to provide a small group situation where children are able to discuss a number of issues and themes based on personal, social and emotional development. These include circle times, characteristics of effective learning and Big Question, which involves discussion on a number of topics that can be focused on relationships.
- 5.3. Adults promote positive relationships at all times and sensitively interact with children to enable them to develop successful relationships with peers and staff.

6. **Safeguarding**

- 6.1. Safety is paramount at Essa Primary Academy there is a robust and effective Safeguarding Policy to ensure the children in our care are protected. Rigorous procedures are used to identify anyone at risk or harm of radicalisation and set out clear procedures for reporting concerns.

7. **The parent / teacher partnership**

- 7.1. The Early Years Foundation Setting cannot function without the enduring support of parents and carers.
- 7.2. We recognise that as parent, you are the child's primary educator and we recognise this important role through regular engagement including:
- Parent Consultation appointments with your child's keyworker three times per year.
 - Parents stay and play workshops once per term.
 - "Family Fridays" for parents to join Reception children during a range of activities.
 - Friends of Essa Primary Meetings.
 - Asking parents to complete admissions forms, a medical form and to complete an 'All About Me' form about their child to help us to understand their character and personality.
 - Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
 - Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
 - Events and activities throughout the year which bring together children, parents and the school.
 - Parental access to Tapestry, our online learning journal.
 - Our 'Mystery Reader' initiative inviting parents and relatives to come and read within the Reception classes.
 - Annual written report to parents in summer term.

8. **Learning and development**

- 8.1. **The "prime" areas of learning and development are:**
- Communication and language
 - Physical development
 - Personal, social and emotional development
- 8.2. **The "specific" areas of learning and development are:**
- Literacy
 - Mathematics
 - Understanding of the world

- Expressive arts and design
- 8.3. Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as the children grow in confidence and ability within the three prime areas.
 - 8.4. Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child's lead.
 - 8.5. A keyworker system operates within the EYFS allowing keyworkers to plan, observe and assess their keyworker children on a daily basis to provide learning opportunities to meet their next steps.
 - 8.6. Play is central to learning and development in the EYFS and we therefore do not make a distinction between work and play.
 - 8.7. A weekly challenge system is planned for in Reception based on the children's interests and next steps. This promotes independence and allows staff to make judgements on learning that has become 'embedded' during playful interactions.
 - 8.8. Planning is informed by the latest, most accurate and up to date assessments of the children and is linked to children's interests to achieve high engagement.
 - 8.9. A focus child approach operates to ensure each child has a 'focus week' once per term. All practitioners contribute to observations and assessments of the child during the week. Parents are then invited in for a parental consultation meeting with their child's keyworker including the collaborative setting of new targets.
 - 8.10. Assessment: takes the following forms;
 - Baseline assessment in the first 3 weeks of autumn term of Reception.
 - Observations of children in continuous provision and records of adult-led activities to form the child's learning journey on Tapestry and in their Learning Record file.
 - Individual tracking grids against development matters. This then feeds into the whole-school assessment and tracking process using Target Tracker.
 - End of year EYFS Profile judgements at the end of Reception, which summarise pupils' progress against the Early Learning Goals.
 - 8.11. We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:
 - Playing and exploring;
 - Active learning;
 - Creative and critical thinking.

9. **Health and safety**

- 9.1. Our full Health and Safety Policy is available on request.
- 9.2. Our full Supporting Pupils with Medical Conditions Policy is available on request.
- 9.3. The following general Health and Safety safeguards are in place:
 - A supply of fresh drinking water is available on the premises at all times.

- Children's dietary needs are acted upon.
- A rolling snack table is available throughout the day for children to choose when they would like access to snack.
- A paediatric first aid trained member of staff is accessible at all times.
- Accidents and injuries are recorded in an EYFS accident book and letters sent home to inform parents.
- A fire and emergency evacuation procedure and policy are in place.

10. **The learning environment and outdoor spaces**

- 10.1. The classroom is organised in such a way that children can explore and learn in a safe, secure and stimulating environment.
- 10.2. Equipment and resources are labelled and easily accessible and can be located and used independently by children.
- 10.3. The enclosed outdoor area is valued equally to the indoor learning environment and provides opportunities for children to learn in a different way in a safe and secure space.
- 10.4. Activities are planned throughout both learning environments to help the children develop in all areas of learning.

11. **Transition periods**

- 11.1. The following process is in place to ensure children's successful transition to Reception class:

