

# ATTAIN ACADEMY PARTNERSHIP



## Early Years Foundation Stage (EYFS) Policy

For

**Bocking Primary School**



**March 2022**

## Contents

1. Introduction.....	3
2. Aims and Objectives .....	3
3. Legislation .....	3
4. Teaching and Learning Style .....	4
5. Play at the Early Years Foundation Stage.....	5
6. Inclusion at the Early Years Foundation Stage.....	5
7. The Early Years Foundation Stage Curriculum .....	6
8. Assessment.....	6
9. The Role of Parents.....	7
10. Resources .....	8
11. Safety .....	8
12. Equal opportunities.....	8
13. Equality Impact Assessment Statement .....	9
14. Monitoring and review .....	9
15. Document Version Control.....	9
Appendix 1: List of statutory policies and procedures for EYFS .....	10

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## Early Years Foundation Stage (EYFS) Policy

### 1. Introduction

- 1.1 The Early Years Foundation Stage (EYFS) extends from the age of three to the end of the reception year. Entry into our primary school is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).
- 1.2 The Early Years Foundation Stage is important in its own right, and also in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of the Foundation Stage.
- 1.3 Children joining our school have already learnt a great deal. Many have been learning in one of the various educational settings that exist in our community. The early-years education we offer our children is based on the following principles:
  - it builds on what our children already know and can do;
  - it ensures that no child is excluded or disadvantaged;
  - 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.

### 2. Aims and Objectives

- 2.1 The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing:
  - communication and language
  - physical development
  - personal, social and emotional development
  - literacy
  - mathematics
  - understanding the world
  - expressive arts and design
  - Characteristics of effective learning.

### 3. Legislation

- 3.1 This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association

## 4. Teaching and Learning Style

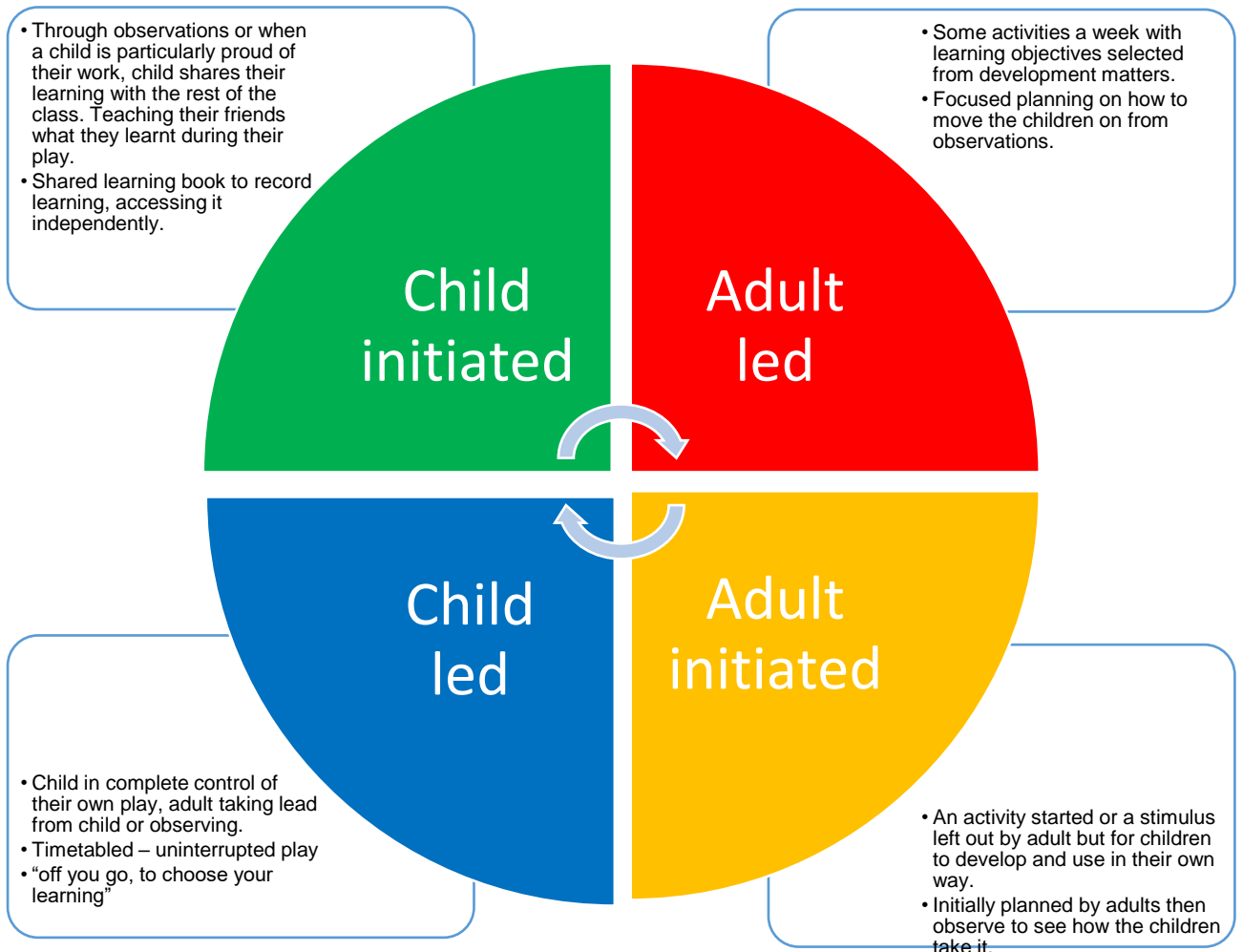
4.1 The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.

4.2 The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- the partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children become confident and independent learners at the end of nursery and achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

There will be a balance of continuous provision, child led activities, teacher initiated and teacher led groups following the learning and planning cycle. (See below) all experiences are supported by adults to ensure that children's thinking is challenged, supported and sustained-shared-thinking is promoted throughout all areas.

## Learning and Planning cycle in Early Years Foundation Stage



### **5. Play at the Early Years Foundation Stage**

5.1 Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules and develop the skills as learners. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

### **6. Inclusion at the Early Years Foundation Stage**

6.1 We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning.

6.2 At the Early Years Foundation Stage, we set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We help them do this by

planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

6.3 We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a variety of teaching strategies that are based on children's learning needs;
- providing a wide range of opportunities to motivate and support children, and to help them to learn effectively;
- offering a safe and supportive learning environment, in which the contribution of all children is valued;
- employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress, and providing support (such as speech therapy), as necessary.

## **7. The Early Years Foundation Stage Curriculum**

7.1 Our curriculum for the Early Year Foundation Stage reflects the areas of learning identified in the Early Learning Goals and characteristics of effective learning. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

7.2 The Early Learning Goals form part of the National Curriculum. Accordingly, by the end of the reception year, our children have a daily mathematics lesson and a phonics lesson. Teachers address these requirements in a flexible way at first, but by the end of the Early Years Foundation Stage, as part of the smooth transition to Key Stage 1, they put the daily mathematics and phonics lesson into regular operation.

7.3 The Early Learning Goals provide the basis for planning throughout the Early Years Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. Our medium-term planning is completed half-termly, and identifies the intended learning, with outcomes, for children working towards their appropriate age band.

## **8. Assessment**

8.1 Development matters is one of the nationally employed assessment tool that enables teachers to record their observations at the end of the Early Years Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the

curriculum guidance for the Early Years Foundation Stage. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of a combination of observation and adult led activities, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the Early Years Foundation Stage Profile is a statutory requirement.

- 8.2 During the first term in the reception class, the teacher assesses the ability of each child, using Development matters. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the Early Years Foundation Stage Profile at our parental consultation meetings.
- 8.3 At the end of the final term in reception, we send a summary of the assessments to the LA for analysis. There are 17 summary scales. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings.
- 8.4 Each teacher keeps progress books and "Tapestry" online learning journal, and uses these to record examples of each child's work. These contain a wide range of evidence that we share with parents at each parental consultation meeting.
- 8.5 Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

## **9. The Role of Parents**

- 9.1 We believe that all parents have an important role to play in the education of their child. We therefore recognise the role that parents have played, and their future role, in educating the children. We do this through:
  - talking to parents about their child before their child starts in our school;
  - visits by the teacher to all children in their home setting prior to their starting school;
  - opportunities given to the children to spend time with their teacher before starting school;
  - inviting all parents to an induction meeting during the term before their child starts school;
  - offering parents regular opportunities to talk about their child's progress in our reception class;
  - encouraging parents to talk to the child's teacher if there are any concerns;
  - having flexible admission arrangements, and allowing time to discuss each child's circumstances;

- arranging for children to start school over the first three weeks of term, so that the teacher can welcome each child individually into our school;
- encouraging parents to stay if there are problems with the child's admission;
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;
- providing various activities that involve parents, i.e. regular communication with home through the child's reading diary, and inviting parents to curriculum evenings, in order to discuss the kind of work that the children are undertaking.

9.2 There is a formal meeting for parents each term, at which the parents discuss the child's progress with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year.

## **10. Resources**

10.1 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **11. Safety**

11.1 Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident. Please see our separate policies and procedures on Health and Safety, Child Protection, Food; Illness and Injury.

## **12. Equal opportunities**

12.1 The statutory framework for EYFS has equality of opportunities at its core. The curriculum in our school is designed so that it is inclusive and accessible by all children. We are committed to ensuring that our children have access to all aspects of school life and are given the best opportunities to progress academically, socially and emotionally.

12.2 Most children's needs can be met through quality first teaching. Where a child has additional needs, adaptations and reasonable adjustments are made to the curriculum to meet their particular needs. For the small amount of children who do not make progress despite the adjustments, they are added to the SEND (Special Education Needs and Disability) register. Children on the SEND Register will receive further additional support as appropriate and



details can be found in the SEND policy with additional information relevant specifically to Bocking Primary School contained within the school's Information Report.

12.3 The school is committed to ensuring equal opportunities for all its pupils irrespective of race, gender, disability, religion/belief, sexual orientation, age or socio-economic background. The following policies are an integral part of how the school manage inclusion and accessibility to its curriculum:

- English as an additional language policy
- Policy on equal opportunities
- Equality policy
- Policy on the administration of medicines and management of children's illnesses
- SEND policy
- Inclusion policy

### **13. Equality Impact Assessment Statement**

13.1 All children, irrespective of race, gender, disability, cultural background, sexual orientation, age or socio-economic background or religion/belief have the right to access a curriculum, which is broad, balanced, relevant and coherent, and meets statutory requirements.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it does not prioritise or disadvantage any pupil and it helps promote equality at this school.

### **14. Monitoring and review**

14.1 This policy is monitored by the local governing body, and will be reviewed every 4 years or earlier if necessary.

### **15. Document Version Control**

<b>Version</b>	<b>Date Issued</b>	<b>Author</b>	<b>Update Information</b>
2022-1	March 2022	K Ellwood	Original issue based on trust template (version 2021-1)

## Appendix 1: List of statutory policies and procedures for EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy See Dealing with allegations against adults in school policy
Procedure for responding to illness	See health and safety policy See policy on the administration of medicines and management of children's illnesses
Administering medicines policy	See policy on the administration of medicines and management of children's illnesses
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 See lost child and missing child policy
Procedure for dealing with concerns and complaints	See complaints policy See whistleblowing policy