



Early Years Foundation Stage policy

Agreed by The Education Committee of The Board of Trustees: 27th April 2021

Review Date: April 2022

SIGNED



Date: 29th April 2021

Chairman of the TRLP Board

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The Redstart Learning Partnership is dedicated to providing the best possible care and education. We aim to provide an outstanding education for every child. Our expectation is that all staff and pupils work to meet the highest standards they are able. We believe that every child is a special, unique individual who is capable of extraordinary things. We constantly challenge pupils and staff to do what they think they can't; to persist and persevere when things are hard, and to be their best. We employ outstanding individuals, and educate our pupils to become outstanding individuals.

1. Introduction.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception Year. Across the Redstart Learning Partnership, children start in the Nursery from the age of two and join Reception class the September following their fourth birthday. In partnership with parents and carers, we enable children to begin the process of becoming active learners for life. The EYFS provides a framework which aims to deliver consistent and high-quality environments for all children in early years settings, recognising the importance of this period in a child's life.

Staff will hold the relevant qualifications for their post and level of responsibility.

2. EYFS Statutory Framework.

The Early Years Foundation Stage sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including child-minders, pre-schools, nurseries, nursery classes and school reception classes.

Working within the EYFS Framework, teachers in our school provide continuous and enhanced provision and a range of planned activities, based on a child's interests. Assessment judgements of the seven areas of learning (3 Prime Areas and 4 Specific Areas) are made. These are based upon knowledge of the child through observations of their learning; parents are invited to contribute their observations of their child in order for a picture of the whole child to be formed.

Prime

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

3. Principles

- Children access a broad and balanced curriculum through a play-based approach that combines a mixture of child-led, adult-led, child-initiated and adult-initiated activities. This provides children with a broad range of knowledge and skills that are needed for good progress through school and life.
- The provision and learning opportunities provided will promote and develop the Characteristics of Effective Learning (playing and exploring, active learning and creating and thinking critically).
- There is an emphasis on quality-first teaching and learning so that every child makes good progress. The needs of children with English as an Additional Language (EAL) or children with Special Educational Needs or Disability are catered for to enable these children to access the curriculum as fully as possible with their peers.
- Close partnership between practitioners and parents and/or carers is central to a child's learning and development and is recognised within the *seven key features of effective practice* of the EYFS Framework.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

4. Curriculum

The Nursery and Reception classes follow the curriculum as outlined in the 2020 Early Years Foundation Stage (EYFS) document which becomes statutory in Sept 2021, which is available on the school website or to download

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/944603/Development_Matters_-_non-statutory_curriculum_guidance_for_EYFS.pdf

This clearly defines what is taught. This policy details the specifics of our teaching across the Early Years Foundation Stage

The *Development Matters 2020* document details *seven key features of effective practice*. These are:

1. the best for every child - all children deserve success and to flourish within an inclusive environment. Factors such as difficult experiences, SEND needs and disadvantaged backgrounds are recognised and staff work to narrow any educational gaps so that children progress well.
2. high-quality care - practitioners know and understand the children they work with. They are responsive to their needs and developmental stage.
3. the curriculum - this is sequenced carefully to build upon children's learning and language development. It is ambitious and driven by children's interest.

4. pedagogy - children are powerful learners and are given space and time to invent their own play. Children engage in a range of learning opportunities, including group and adult-guided work. environments are carefully planned to enable high-quality play.
5. assessment - this is focussed upon the children and noticing what they can do and know. Evidence is gathered in an efficient way that does not take practitioners away from the children for long periods of time. Assessments are chosen for their usefulness and are based upon a clear understanding of child development.
6. self-regulation and executive function - children develop the ability to hold information, focus, plan and regulate their behaviour. They learn to self-regulate; monitoring and adapting what they are doing and developing resilience.
7. partnership with parents - a strong and respectful partnership is needed for children to thrive. Practitioners know their families well and offer support and encouragement; listening to parents and supplying information about their children's progress.

Learning and development

Stimulating and open-ended resources that can be used, moved and combined in a variety of ways are readily available in well-organised and clearly labelled environments. Children are able to access independently the resources they wish to use in their play alongside provision provided by staff that stimulates children's curiosity. Our environments provide children with opportunities to independently resource so that they can personalise their own learning, make decisions and contextualise their learning. Through observations, children's interests, stages of development and learning needs are assessed. Then children's learning and development is supported and stretched through continuous and enhanced provision-planning and providing challenging activities and experiences tailored to their interests and next steps in their learning.

5. Teaching

Each area of learning and development is implemented through purposeful play, enabled by our rich learning environments. A mix of child-led, adult-led, adult-initiated and child-initiated activities take place throughout the school day. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

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, ready for year 1.

We support children in using the three Characteristics of Effective teaching and Learning. (COEL) These are;

- playing and exploring - children investigate, ask questions, show curiosity and imagination;
- active learning - children make choices, show focus and enthusiasm and develop confidence in their abilities. They learn to keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. They learn to plan and evaluate what they are doing and to cooperate with others.

6. Assessment

On-going assessment in school is an integral part of the learning and development process. Members of staff observe pupils to identify their level of achievement, interests and next steps in their learning. Practitioners also take into account observations shared by parents and/or carers. These observations are recorded using an online learning journey programme. These observations

are used to shape future planning and provision; the enabling environment provided for children will change and adapt throughout the year according to children's needs and interests.

When a child is aged between 2 and 3, practitioners will 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.

At the end of the EYFS, members of 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 observations of children's learning and development and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special educational needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check at age two and a half and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents and/or carers are invited to regular, informal drop-in sessions and to contribute to their child's learning journey.

Each child is assigned a key person in the Nursery class 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.

We recognise the important role parents play in educating their children. We do this by:

- talking to parents about their child before their child starts our school;
- inviting the children to spend time with their teacher in the classroom before starting at school
- inviting all parents to an induction meeting during the term before their child starts school
- encouraging parents to attend consultation meetings in the first two terms to discuss their child's progress
- providing parents with a written report on their child's attainment and progress at the end of each school year
- encouraging parents to contribute observations
- sharing our approach to reading
- encouraging parents to talk to us at the earliest opportunity if they have concerns about their child's development

8. Transition

We believe in preparing all children for change whether it is from home to Nursery, Nursery to Reception or Reception to Year 1. It is important that all children experience a positive transition. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment.

We recognise that all children, can be vulnerable at times of change, particularly those with additional needs for example those with a Special Educational Need or Disability (SEND). Planning for these children will need additional, flexible support and the Transfer to school form can aid the process.

Prior to starting Reception:

- Parents are invited to a meeting to ensure they know about school procedures and gain information about the school
- Parents are offered a home visit during the late summer term
- Parents are offered a meeting with their class teacher to talk about their child
- Children requiring extra support will have additional visits and enhanced induction

We maintain good links with local playgroups/pre-schools and Nurseries.

9. Safeguarding and welfare procedures

It is important that all children in school are safe. Children learn best when they feel safe and secure. We aim to educate children about boundaries and to help them understand why they exist. We support children to make positive choices in their learning and behaviour. Children are allowed to take risks, but they are explicitly taught how to recognise hazards and control risks. We aim to protect the physical and psychological well-being of all children.

We are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017 (to be updated September 2021).

We are required to:

- Promote the welfare and safeguarding of all children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Ensure through policy and procedure that children's intimate care needs are met
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so and all relevant safeguarding checks have been completed.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Safeguarding is a high priority in all the Trust's schools. All staff are made aware of their school's safeguarding policy and their responsibilities under this. Staff undergo regular safeguarding training.

Our safeguarding and welfare procedures are outlined in our Child Protection & Safeguarding Policy, including early years foundation stage.

10. Health and Safety

There are clear procedures for assessing risk, which includes procedures for keeping children safe during school trips or walks around the local area and for any aspects of the environment or provision that may require a further risk assessment.

See our Health and Safety Policy and Code of Conduct

In line with the EYFS statutory framework 2017, we ensure that;

- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy).
- We comply with legislation regarding Paediatric First Aid requirements
- We ensure that legislation is met regarding the giving and storing of medication
- There is a health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- There is an emergency evacuation procedure and policy.
- Appropriate clothing is worn, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Members of staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

11. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#) and the *Development Matters 2020* guidance document.

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

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework. We list the main document where it can be found, however aspects will also be mentioned across several policies and procedures.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child protection and Safeguarding policy Code of Conduct
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
Procedure for Intimate care	See Intimate Care Policy and Procedure
First Aid policy	See Health and Safety Policy (Appendix)
Infection control	See Health and Safety Policy (Appendix)