

# Early Years Foundation Stage (EYFS) policy



**December 2023**

## **Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **Statement of intent**

At Trinity Croft C of E Primary Academy, we believe that children develop quickly (often from low starting points), our EYFS practitioners aim to do all they can to help children have the best possible start in life & acquire skills to be ready for their next stage of learning. We believe this is achieved by viewing each child as unique, building positive relationships with all adults involved with a child, providing enabling environments in which learning & development can take place.

## **Legislation**

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

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

## Structure of the EYFS

Our EYFS provision at Trinity Croft caters for children in Foundation Stage 1 (nursery) and Foundation Stage 2 (reception). Children are educated in 2 classes which may have FS1 and FS2 pupils in them depending on need.

## Curriculum (Implementation)

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## Planning (Implementation)

The main content of the curriculum for EYFS is delivered using Cornerstones. This ensure that we have high expectations for what children can achieve, know and remember to ensure they are ready for Year 1 and accessing the national curriculum. The Cornerstones curriculum ensures that learning is well sequenced from FS1 right through to your 6 to ensure that children are deepening their knowledge and understanding of the concepts taught. Although children in EYFS are not taught the discrete core and wider curriculum subjects such as Geography, English, DT etc as the curriculum is delivered through the EYFS statutory framework, we know that Cornerstones ensures that children are developing the foundations for learning in these subjects as they get older.

Children in EYFS begin their formal phonics learning during the Spring term in FS1 to ensure that they are ready to access the reading curriculum, through phonics in FS2.

Children engage is daily mathematics input and follow the White Rose Maths scheme which then progresses through their education in Year 1 to Year 6 so ensure that children acquire mastery of knowledge and skills through a familiar approach.

Our staff plan activities and experiences for children 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.

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. 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.

## Teaching (Implementation)

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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.

## Assessment (Impact)

At Trinity Croft, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

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.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other schools in DSAT and Rotherham LA, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. 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.

Each child is assigned a key person 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.

## Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
  - Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:
    - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
    - For all other classes, we have at least 1 member of staff for every 13 children

- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

In line with the requirements of the EYFS Statutory Framework, staff in EYFS do not have mobile phones or cameras on their person when children are in class. The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

### **SEND/Equal Opportunities**

Where a child has (or is suspected of having) SEND in EYFS, teachers will take care to ensure the child is able to demonstrate their progress & attainment. This will be done by capturing where a child started, assessing the best way to promote learning according to the child's interests and schemas & promoting learning & development of next steps. Within the EYFS children will be encouraged to use their preferred mode of communication for all the ELGs (except speaking).

A graduated response will take place involving the class Teacher, school SENDCo, family, child's view & outside agencies if appropriate.

At Trinity Croft we ensure:

- Differentiated and stimulating activities to suit the ability of the children
- Access to appropriate materials and equipment
- Early identification of cause for concern, along with intervention
- Involvement of outside agencies if applicable
- SEND assessment programs in order to set individual academic and/or SEMH targets
- high expectations for every child

### **Leadership and management**

The SLT are responsible for:

- Ensuring EYFS staff have access to training & advice on all aspects of assessment & curriculum in EYFS
- Ensuring teachers attend moderation meetings within school & possibly with other schools
- Ensuring that parents are provided with written information of their child's progress against the ELGs at the end of FS2
- Ensure that parents have opportunities to discuss their child's progress
- Discussing any intentions to defer a child in EYFS in exceptional circumstances with the LA

The EYFS staff will be responsible for:

- Contributing to the development of the EYFS Policy and teaching EYFS programmes
- Administering the RBA in FS2
- Developing schemes of work and lesson plans in line with the school's EYFS Policy and the objectives of the EYFS curriculum.

- Facilitating the teaching of their EYFS curriculum, including coordinating activities and resources within their indoor & outdoor areas.
- Assessing and recording pupils' progress and keeping the EYFS Coordinator apprised of this.
- Providing feedback to parents and carers on pupils' progress at parents' evenings and other meetings.
- Attending and contributing to any INSET days
- Meeting with teachers to discuss children at transition times
- Ensuring ongoing dialogue with parents to get a clear picture of the child's learning & development
- Upholding school policies & procedures
- Keeping apprised on current affairs and best practice on the EYFS curriculum, and applying this to their work.

### **Monitoring arrangements**

This policy will be reviewed and approved annually.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding policy
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 Safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

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