



## EYFS Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for Fosse Mead Primary Academy

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## Contents

1. Introduction.....	Err
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2. Aims .....	3
3. Legislation .....	4
4. Structure of EYFS.....	4
5. Curriculum.....	4
6. Assessment.....	5
7. Working with Parents/Carers.....	6
8. Safeguarding and Welfare.....	6
9. Equal Opportunities, Inclusion, Special Educational Needs.....	6
10. Monitoring Arrangements.....	7

## EYFS Policy

### 1. Introduction

At Fosse Mead Primary Academy, we greatly value the importance of the Early Years Foundation stage (EYFS) in providing a secure foundation for children's future learning and development. We strive for our children to become independent learners, building on their communication and language skills and allowing them to make independent choices in their learning and develop their self-regulation skills.

At the beginning of the Autumn term, our Nursery intake is for any children who are three years old prior to 31st August before starting school in September. As part of our Nursery provision, we offer 26 part-time spaces for children who are three years old. These sessions are provided in the mornings, **Monday-Friday, 8.40am-11.40am.**

All children in our reception classes join us at the beginning of the academic year following their fourth birthday. Key Stage 1 begins for our children at the beginning of Year 1.

All staff have high expectations of all children, including SEND and disadvantaged pupils. At Fosse Mead Primary Academy we believe that childhood is a time of play, and through play we discover the excitement of learning, the rewards of achievement and acquire our life skills. The early years setting encourages the children to develop skills, attitudes and an understanding that will help them to live full and satisfying lives, and to become confident and active members of a diverse and constantly changing society.

### **Fosse Mead Primary Academy is based on the following principles:**

The Early Years Foundation Stage is important in preparing children for later schooling. The Early Learning Goals set out what is expected of children by the end of the EYFS;

- 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, alongside content that matches the needs of young children.
- It offers opportunities for learning both indoors and outdoors through continuous provision.
- It provides an environment which will stimulate, motivate and challenge children to become independent learners.

### 2. Aims of the Early Years Foundation Stage

The overarching EYFS aims and principles are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways.

**The principle that each child develops and learns in different ways is important to bear in mind; however, the EYFS states that there are three characteristics of effective learning:**

- 1. Playing and Exploring:** Children being encouraged to 'have a go'.
- 2. Active learning:** Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- 3. Creating and Thinking Critically:** Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

**This policy aims to ensure:**

- That children access a broad and balanced curriculum that gives them the wide 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.

### **3. Legislation**

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

### **4. Structure of EYFS**

#### **4.1 Classes**

The EYFS base at Fosse Mead Primary Academy consists of our Nursery and 2 Reception classes. The nursery intake has a maximum capacity of 26 (morning only places).

The Reception base has an intake of 60 children, which is organised into two classes each taking up to 30 children. Many children entering Fosse Mead Primary Academy have attended our Nursery.

#### **4.2 Admissions**

Once Parents/Carers have been offered and accepted a place at Fosse Mead Primary Academy, they will be provided with a Welcome Pack and invited to attend induction meetings and events. These induction events are crucial in helping us to understand each child and their talents and needs.

### **5. Foundation Stage Curriculum**

#### **5.1 Curriculum**

The curriculum for the Foundation Stage in our school, reflects the areas of learning identified in the EYFS curriculum guidance. We provide experiences that enable our children to develop competencies, skills and concepts across all of the areas of learning.

Our Early Years setting follows the curriculum as outlined in the 2023 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and

inter-connected. However, 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:

1. Communication and language
2. Physical development
3. Personal, social, and emotional development

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

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive arts and design

## **5.2 Planning**

The EYFS underlines the importance of play, both indoors and outdoors. Well planned play is key in children's learning with enjoyment and challenge. It helps each child to explore ideas, roles and relationships whilst displaying different behaviours and skills.

The Early Years team here at Fosse Mead Primary Academy all have training, knowledge, and expertise in working with young children and use this when planning play activities by:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activities
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication through their play

We believe that adults involved in children's play activities need to facilitate and extend the children's learning through the planned play activities. High quality adult support is invaluable in extending children's learning, and we endeavour to extend the learning through well planned play activities.

Our outdoor area is used every day and compliments the 'free flow' set up of the indoor classrooms. Children are encouraged to improve their physical development and self-confidence with risk taking. Children also use their independence to select the resources that they would like to play with and take responsibility for tidying these away.

We believe a key element to developing the whole child is to foster their independence. As such, through the curriculum we aim to create independent and confident learners who can take charge of their own learning.

## **5.3 Teaching**

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 and positive interaction.

Teaching is not a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. Our classroom provision is set up in a way that allows children to access open ended resources rather than restricting a child's learning.

## **6. Assessment**

**6.1** We carry out 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 usually takes the form of observation which involves the teacher and other adults as appropriate.

**6.2** A national baseline assessment is made of each child within their first 6 weeks at Fosse Mead Primary Academy. After completing the initial baseline, staff will look at observations, reports from preschool providers and parents and will use their own professional judgements to enter baseline data onto our reporting system Bromcom.

**6.3** The teacher continues to add information about each child's level of development achieved onto Bromcom at set times throughout the year. This is done through continuous and incidental observations and formative assessments. The child's attainment level is recorded and the results are sent to the LA at the end of the year. The child's next teacher uses this information to make plans for the year ahead. We share this information with Parents/Carers and Year 1 staff at the end of the academic year.

At the end of the EYFS, staff complete an 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')

**6.4** Parents/Carers 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.

## **7. Working with Parents/Carers**

### **7.1 The Role of Parents/Carers**

At Fosse Mead Primary Academy, we believe that all Parents/Carers have an important role to play in the education of their child. We recognise the role that Parents/Carers have played, and their future role, in educating the children. We do this through:

- Naming a key worker for your child, who will become the first port of call to discuss progress or anything else with whilst in the Foundation Stage.
- Talking to Parents/Carers about their child before their child starts in our school.
- The children having the opportunity to spend time with their teacher before starting school, at a 'meet and greet' or 'stay and play' session with their Parents/Carers.
- Inviting all Parents/Carers to an induction meeting during the term before their child starts school.
- Parent/Carer and teacher meetings during the first half term that they're with us.
- Offering Parents/Carers regular opportunities to talk about their child's progress in our Nursery and Reception classes.
- Encouraging Parents/Carers to talk to the child's teacher if there are any concerns. There is a formal meeting for Parents/Carers with Class Teachers in the Autumn and Spring term to discuss the child's progress in private.

- Parents/Carers receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of workshops throughout the year that encourage collaboration between the child, school and Parents/Carers.
- Offering a range of activities that support the involvement of Parents/Carers, inviting them to regular curriculum events to celebrate and highlight the kind of work that the children undertake in the Foundation classes.

We believe the Parents/Carers are to be co-educators of the children and as such we respect the learning both inside and outside of the school environment. We operate an open-door policy in EYFS and we encourage the Parents/Carers to discuss any problems or questions they may have with the Class Teachers and EYFS staff.

## **8. Safeguarding and Welfare**

We ensure children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, and how to avoid situations where there may be a potential risk.

At Fosse Mead Primary Academy children's personal, social and emotional development, including whether they feel safe, secure, stimulated and happy is an integral part of our wellbeing and safeguarding offer. Staff offer comfort to children where needed and are attentive and responsive to their needs.

As part of our curriculum, we have a focus on health and wellbeing which include the following:

- Good oral health - daily toothbrushing.
- Healthy bodies - looking at healthy food and exercising.
- The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **9. Equal Opportunities, Inclusion and Special Educational Needs**

### **9.1 Inclusion in the Early Years Foundation Stage**

In our school, 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 planning for their learning.

### **9.2 Equal Opportunities**

At Fosse Mead Primary Academy, we set realistic and challenging expectations that meet the needs of our children so that children can reach their full potential in achieving the expected levels within the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with Special Educational Needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

**We meet the needs of all our children through:**

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.

- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from 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 intervening to provide support where necessary.

We believe that all children have a right to a full and inclusive education and as such we aim to deliver a curriculum that is accessible to all children irrespective of their ethnic, race and cultural heritage.

We aim to set a challenging curriculum that enhances the learning of children with Special Educational Needs.

#### **10. Monitoring Arrangements**

This policy will be reviewed and approved by Nadine Handford-Glaze, our EYFS Lead yearly.