

NET EYFS Policy

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Early Years Foundation Stage (EYFS) policy

Stanwick Academy



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Contents

1. Aims.....	3
2. Legislation.....	4
3. Structure of the EYFS	4
4. Curriculum	5
5. Assessment	6
6. Working with parents	7
7. Transition	7
8. Safeguarding and welfare procedures.....	8
9. Monitoring arrangements.....	8
Appendix 1. List of statutory policies and procedures for the EYFS.....	9
Appendix 2. Non-negotiables in the Learning Environment	10

1. Aims

“Children learn as they play. Most importantly in play, children learn how to learn.” Fred Donaldson

The Early Years Foundation Stage sets the foundation for lifelong learning for our young people. The experiences that children have in early childhood shapes the brain and the child's capacity to learn, to get along with others and to respond to daily stresses and challenges. Here in The Nene Education Trust, we all have a passionate commitment to get it right - we owe it to every child.

Our children come from a varied community that has traditionally been embedded in footwear and farming. Over several generations, opportunities within these industries have declined as they have become increasingly mechanised or diversified and that has led to a change in the local employment structure. In turn, for some, this can result in a feeling of lack of opportunity and struggles for high aspirations.

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/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Our vision is to ensure that all children leave the Early Years with **confidence, resilience, compassion** and a **thirst for learning** as they continue their school journey.

As outlined in the Statutory Framework, 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

In EYFS, we will:

- Give the children security and confidence within an atmosphere of mutual respect;
- Support and extend knowledge, skills and understanding of the children, helping them to overcome any barriers to learning;
- Develop a strong sense of self and high levels of confidence for each child;
- Ensure that all children feel included, secure and valued;
- Work in partnership with parents/carers to support the children's rapid development physically, intellectually, emotionally and socially;
- Work in partnership with multi-agencies, including the Early Years settings that children have transferred from;
- Build upon what the children already know and can do and extend their interests to encourage a positive attitude towards learning;
- Deliver the curriculum using varied approaches and teaching methods, with relevant and appropriate content that matches the different needs of young children;
- Encourage the children to learn for themselves by providing opportunities for them to engage in activities planned by the teacher, alongside those that they plan or initiate for themselves;
- Allow time for the children to become engrossed, work in depth and complete activities;
- Develop basic skills through well-structured play experiences.

Our practice puts **well-being** and **nurturing relationships** firmly at the heart of all we do. Relationships are an important aspect of anyone's life, and they are built up with those around us whom we care about and trust. All of these relationships enable children to learn social and emotional skills and benefit from a positive mental state in the present, and in the future.

2. Legislation

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

It also takes account of the guidance [EYFSP 2022 Handbook .pdf](#)

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

3. Structure of the EYFS

Our intake for Reception is a one form intake of 30 children. For the last five years, Stanwick Academy have taken a full intake, with some years having a waiting list for admission into the school. The EYFS area has two areas that are predominately used throughout the day. These take form of the classroom and an adjoining covered outdoor area (The Barn). Learning takes place fluidly throughout both of these areas at all times of the year. Stanwick Academy also makes full use of the outdoor areas, frequently using the school field, playground and local surroundings in the village to support the learning of the EYFS pupils. Our staffing is made up of Kirsty Smith (EYFS Lead and Class Teacher for 3 days per week) and Kayleigh Taylor-Jacob (EYFS Class Teacher 3 days a week). There are also two members of support staff in the class; one supporting the class as a whole

and one working in a 1:1 role with a named pupil. After initial transition, all of our children attend full time unless they have a specific educational need which requires adjustments for their attendance.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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:

- 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

Our curriculum across the Nene Education Trust ensures that each child is challenged, supported and developed, as a unique individual, to achieve their full potential.

Our curriculum has 3 core intent strands:

WORK.

Many of the careers our children may aspire to do are not even in existence. We need to ensure our children have access to a fully-enriched curriculum with appropriate subject knowledge, skills and understanding. Our settings incorporate and take advantage of any opportunities to raise the children's aspirations. Including various first-hand experiences, visitors, vocabulary, and always looking to develop mind set.

WORLD.

Through our curriculum, and the experiences and opportunities we provide for our pupils, we will ensure that individual differences are recognised and celebrated by all. All schools in the Trust have a set of values or learning characteristics that they expect their pupils to demonstrate. These are relevant to each school's individual context to ensure the children are pro-active, positive members of their local, regional and global communities. In Early Years settings, the 'Characteristics of Effective Learning' (COEL) are integral part of provision and teaching. When a child is displaying the characteristics, it means the learning is taking place. The 'Characteristics of Effective Learning' are what the child brings to that interplay between people and the world.

WELLNESS.

For the purposes of our curriculum, we will define wellness as: an active process of becoming aware of and making positive choices towards a healthy, happy and fulfilling life. Mental wellbeing and health provision are an explicit, positive focus of our work as part of our wellness curriculum. Our

curriculum will teach the importance of positive mental wellbeing and a healthy active lifestyle, by providing significant opportunities both within and beyond the curriculum. Healthy active lifestyle is an integral part of the EYFs through several Areas of Learning, as well as the natural link between young children learning and movement. Practitioners tune in to children's wellbeing and it becomes an integral part of the observations that are key to our teaching and assessment.

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus on the 3 prime and 4 specific areas.

Staff also take into account the individual needs, interests, and stage of development of each child 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

'Development can only take place when children are actively involved, when they are occupied with a high, non-stop degree of concentration, when they are interested, when they give themselves completely, when they use all their abilities to invent and make new things and when this gives them a high degree of satisfaction and pleasure'. Ferre Laevers

We believe in the intrinsic relationship between playing and learning. Children build their social skills, language skills and self-control. Cognitive skills develop as children learn to think more completely, make decisions, and solve problems. As young children explore, ask questions and create, this in turn improves their thinking skills.

The opportunities to learn outdoors are essential for the development of all children in our school. The outdoors offers experiences and provokes thought that cannot be replicated anywhere else. All strands of learning can be developed through both planned and child-initiated play. Children need a sustained time outdoors to play and develop their learning. Outdoor learning contributes to and promotes a positive response to personal health, safety and well-being. It helps children gain an awareness of the need for sustainable relationships between people and the environment and encourages the growth of self-esteem, as well as cooperation with others.

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.

5. Assessment

At Stanwick Academy, ongoing assessment is an integral part of the 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.

When a child is **aged between 2 and 3**, staff 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.

Children in the EYFS are assessed through an approach primarily based on observations and pedagogically in line with good EYFS practice. Children in Reception will be assessed on entry using the Reception Baseline Assessment (RBA) and school observational assessment to capture a full and accurate picture of the child. Assessment will also take account of information provided to the school during transition and parent/carer views. Baseline assessment will be completed within the first four weeks of the children starting school. This information is then used to identify strengths and gaps and to inform future teaching and learning. Children are then assessed three times a year against the Development Matters guidance (cohort tracking), and again this information is used to support completion of the cohort analysis document.

At the end of the EYFS, staff complete the EYFS profile ([EYFSP 2022 Handbook .pdf](#)) 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 our Trust and locally, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

Parental relationships are a crucial part of the EYFS framework; children learn and develop well when there is a strong partnership between staff and parents/carers. Starting school and these early years in school must be a positive experience for children and parents and this is built on positive relationships. Practitioners must value the parent as the child's first educator, and seek varied opportunities to involve parents in their child's education. This will include gathering information before the child starts school and then finding ways of sharing achievements at home and school including providing up to date information regarding the child's progress and development. This will be achieved, in part, through the use of online learning journals. Practitioners should ensure parents/carers are encouraged and supported to contribute to these. The progress check and EYFS profile helps to provide parents/ carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person (class teacher) who helps to ensure that their learning and care is tailored to meet their needs. The teacher supports parents/ carers in guiding their child's development at home. The EYFS staff team also help families to engage with more specialist support, if appropriate.

7. Transition

Transition into EYFS needs to be given careful consideration. Children and families joining the school will be given opportunities to spend some time in the classroom before they start in Reception. They will all be offered an appointment in school or a home visit, where the child's teacher will find out more information about them and start to build a relationship with each family which is crucial for transition and their continued journey through school. When starting in EYFS, a short term, part-time timetable may be suggested by the school based on the views and needs of the parents/child. This will be for a period of no more than 2 weeks; exact arrangements may vary between schools in the Trust.

Information will be sought from the out-going setting and used to inform transition. Where it can be arranged, visits to the pre-school settings will be made by the EYFS school staff.

When children transition to a new year group, they will be given opportunities to meet their new class teacher and spend time in their new classroom through transition activities. Assessment information will be shared with the new class teacher so that a suitable curriculum can be planned based on assessment data.

8. Safeguarding and welfare procedures

'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.' Statutory Framework for the Early Years Foundation Stage

We safeguard all of our children by: ensuring the suitability of the adults who have contact with them, promoting good general health, including oral health, managing behavior appropriately and maintaining records, policies and procedures. We promote this through direct teaching and within our continuous provision, through direct and child-initiated learning.

We follow [statutory guidance](#) for safety around supervised tooth brushing where this is implemented in our schools.

Staff:child ratios follow the Statutory Framework guidance. Arrangements in place meet the needs of all of the children and ensure their safety, including whilst eating.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Supervision to include eating

9. Monitoring arrangements

This policy will be reviewed and approved by Karen Stevenson every 3 of years.

At every review, the policy will be shared with the Local Advisory Board.

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 child protection and 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 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

Appendix 2. Non-negotiables in the Learning Environment

The enabling environment provides stimulating resources which are accessible and open-ended so that they can be used, moved and combined in a variety of ways. The list below is a guide of the resource examples for areas which are **purposeful**, **readable** and **enable** our children to be independent in their learning.

Learning Environment
Teaching input area- Visually clear with large interactive screen, alphabet frieze, number line. Space for whole class to be together
Fine Motor skills – Tweezers, pipettes, threading, malleable materials, scissors, pegs and pegboards
Block play/construction play – wooden blocks, a range of developmentally appropriate resources. Large wooden blocks e.g. community playthings, Small wooden bricks. Purchased construction kits e.g. Lego, Duplo Small selection of play people, vehicles and animals Selection of natural / reclaimed materials Space to display finished models and those in progress
Maths- Numicon, balance scales, number lines, dominos, dice, money, sequencing cards, 2D and 3D shapes, measuring apparatus, measuring jugs of different sizes, clocks, calculators, timers, Jigsaws, Multilink/Unifix, Sorting equipment, Number tracks and squares, Plastic/magnetic numbers, Number rhymes and songs (CD/tape), Peg boards, Abacus, Clocks, Number and information books, counting objects, Measuring containers, maths games
Writing- Range of writing tools, clipboards, alphabet frieze, Hole puncher, staplers, scissors glue, sellotape, stencils, rulers, paper clips Assorted paper, card, envelopes, postcards, gift tags, parcel labels, writing books/pads – lists, gummed labels/Post-it-pads Phonic resources to help with linking letters to sounds and recalling tricky words etc. Opportunities for writing must be available in all other areas of the environment
Reading- Book corner, a range of fiction and non-fiction texts, Wide range of books - picture, fiction and rhyme, sound books, lift the flap books, non-fiction, multicultural/different needs, sensory, comics and catalogues, big books, homemade/photo books, books linked to themes or topics of interest, dual language books, instruction leaflets, recipe cards/books, Atlas, road/street maps. Rhyme and story CDs and resources.
Creative- Painting easels, Selection of collage materials (recycled, natural and bought) e.g. corks, plastic lids, feathers, bottle tops, straws, , string, wool, ribbon, tissue, coloured matchsticks, etc. Variety of different paper types and sizes - card, wrapping paper, greeting cards, crepe paper. Range of junk modelling materials - yoghurt pots, foil containers, variety of boxes, cardboard tubes, trays, egg boxes etc. Painting and printing materials - finger paints, sponges, powder / ready mix paint, different size and shape brushes, combs. Mark making resources - pencils, crayons, felt tips. Joining equipment - sellotape, glue, paper clips, paper fasteners, stapler, scissors, hole punch, string.
Imaginative- Role play, small world, Train track and train, farm, animals, people, zoo, dinosaurs and dinoworld, cars, other vehicles and garage, castle/knights, puppet theatre, pirates, space exploration, polar animals, play mats, doll's house, Books, Photographs of real life situations, Different surfaces e.g. Sand pit/builders, tray/grassed area/digging area, Natural materials e.g. stones, pebbles, twigs, grass,
Investigation – Magnets, magnifying glasses, torches , cameras, colour resources, mirrors, simple non-fiction books, bug viewers , selection of different materials such as shiny and dull, hard and soft, A range of living things e.g. mini-beasts, plants, twigs, buds, pets, plants
Snack- bowls, plates, cups, cutlery
Learning walls references - code of conduct, tidying up routines, key words
ICT – Programmable toys, cameras, tablets, pc's, walkie talkies,
Music/Sound-Xylophone, Variety of bells, Variety of drums and beaters (also hands), Jingle sticks, Tambourines, Triangles, Variety of shakers, Maracas – choice, Cd player, Headphones, Story cd's – with matching books, Rhymes and songs, Songs and music from other cultures, Wide range of music i.e. jazz, classical

Ribbons, Materials, Recycling materials for making instruments/sounds/music
<p>Water- Water aprons, towels, Containers of differing sizes for pouring, Graded containers. Jugs, Plastic bottles, Watering cans, water wheels, siphon/ sponges</p> <p>Containers with holes/sieves, Floating and sinking objects</p> <p>Hosepipe, Transparent plastic tubing of different thicknesses and lengths.</p> <p>Animal sets/ Boats and play people, Kitchen utensils – whisks, spoons, scoops, pipettes, sieves, tea strainers, Plumbing equipment – guttering, water pipes, tubes, u-bends, Fishing nets, Plastic water carrier or water barrel with tap.</p>
<p>Sand- Dust pan and brush; Sand wheels; Funnels, variety of sizes; Sieves and colanders; Various graded plastic bottles and plastic/metal bowls; Small world – cars, trucks, people, dinosaurs, animals by colour;</p> <p>Platforms with holes to hold funnels whilst pouring; Spoons/scoops Natural objects Measuring spoons; Measuring jugs; Funnels , variety of sizes different levelled.</p>
<p>Physical development, climbing and balancing apparatus, large wooden blocks, open-ended resources including guttering, large tubes, ropes, tarpaulins and sheets, sports equipment, moveable and adaptable apparatus, nook for reading, clipboards, easels ,mud kitchen.</p>
Personal storage space for children