



POLICY FOR EARLY YEARS FOUNDATION STAGE (EYFS)

Presented to:

Trustees

21 March 2018

Date approved: ¹	21 March 2018 Trustees Standards Committee
Date reviewed: ²	January 2018
Date of next review: ³	Spring 2021

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus two years

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Policy for Early Years Foundation Stage

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1.0 **AIMS AND OBJECTIVES**

The aims and objectives of the policy are to provide guidance on Early Years Foundation Stage in the Primary phase of the MAT.

2.0 **ADMISSION POLICIES**

2.1 **Nursery Places**

The admissions criteria for any nursery places will be available each year from each school's office (where there is Nursery provision available).

2.2 **Reception Places**

Reception children are admitted in September of each academic year as they approach their fifth birthday. Children initially enter on a part-time basis but begin to attend full-time weeks in the first full week of September.

2.3 Criteria for admission to Reception classes follow those decided by Peterborough local authority and the local authority is responsible for implementing these procedures and making final decisions about which children are offered places in one of our Reception classes. A copy of these criteria can be obtained from each school's office.

3.0 **PRINCIPLES**

3.1 The Trust believes that the following principles should apply to the education offered during the Early Years Foundation Stage.

3.2 Effective education requires both an engaging curriculum and practitioners who understand and are able to implement the curriculum.

3.3 Children are entitled to education that supports and extends knowledge, skills, understanding and confidence, and helps them to overcome any disadvantage.

3.4 Early years experience should build on what children already know and can do. It should encourage a positive attitude and disposition to learn.

3.5 No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

3.6 Parents and practitioners should work together in an atmosphere of mutual respect.

3.7 To be effective, an early year's curriculum should be carefully structured.

3.8 Learning must engage the children and include exciting activities planned by adults, which involve direct teaching by the adults. They should also have access to activities that allow children to apply and extend their newly learnt skills, either independently or with support. Learning opportunities should be practical, hands-on and stimulating. Children need time to become engrossed, work in depth and complete activities. Activities should take place both indoors and outdoors in both the class learning zones and throughout the extensive buildings and ground of the School.

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- 3.9 Practitioners must be able to observe, whilst directly teaching pupils, and respond appropriately to children without getting side-tracked into spending too much time recording what has been observed. There is an emphasis on adults engaging with the children through careful questioning and discussion and the record keeping of what the adults observe is kept to a minimum in order to maximise their level of interaction with the children. The purpose of on-going observation (assessment for learning) during learning activities is to ensure practitioners are able to extend children's learning during the activity and plan for future learning activities at an appropriate level.
- 3.10 Well-planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process and help them make progress in their learning.

4.0 **CURRICULUM**

- 4.1 Children in the Early Years Foundation Stage will follow a bespoke curriculum based on current research, alongside other year-groups. This means that pupils are able to make a smooth transition at the end of the Early Years Foundation Stage as they move into Year 1. In developing the contents of the bespoke curriculum we are mindful to ensure we meet the requirements of the 'Statutory Framework for the Early Years Foundation Stage' (Effective from September 2014). The children continue to work towards the Early Learning Goals (which are currently statutory), which describe the expected outcomes by the end of their Reception year.
- 4.2 The Trust believe that all pupils, regardless of their age, are capable of making huge amounts of progress in their learning. We have based this belief on current research that contradicts some aspects of the traditional early -years approach (which is largely based on the findings of the Plowden report from 1967). We strongly believe that no artificial ceilings should be placed on the amount of progress any child can make and therefore have high expectations of what the children can learn via our well-considered approach to early-years education.
- 4.3 The children will be gaining knowledge and skills in the following areas:
- **Arts and Creativity**
 - **Citizenship and Ethics**
 - **Faith and Belief**
 - **Language, Oracy and Literacy (L.O.L)**
 - **Mathematics**
 - **Physical and Emotional Health**
 - **Place and Time**
 - **Science and Technology**
 - **Digital Media**
- 4.4 Children will also be developing life-long skills, which will help them to become effective learners. These are known as 'Characteristics of Effective Learning':
- **Playing and Exploring (Engagement)**
 - **Active Learning (Motivation)**
 - **Creating and Thinking Critically (Thinking)**
- 4.5 Both indoor and outdoor learning environments are exciting and stimulating that encourages a positive attitude to learning. Materials and equipment that reflect both the community are used that the children come from and the wider world. Activities are differentiated in line with their own stage of development. Independent learning is encouraged as well as adult-led learning.

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4.6 We use a creative approach with lots of exciting hands-on experiences that allow the children to widen their knowledge of the world through a multi-sensory approach. Visits are planned that link to our topics and enable the children to further develop their skills and knowledge.

5.0 **CITIZENSHIP AND ETHICS**

5.1 This area of the curriculum aims to provide opportunities for all children to become a valued member of the school community, with a strong self-image and high self-esteem. It develops the children's enthusiasm for knowledge and learning, and builds confidence in their ability to be successful learners. It promotes the children's abilities to co-operate and work alongside and with each other. The children are actively encouraged to develop their concentration skills in whatever they do.

6.0 **LANGUAGE, ORACY AND LITERACY (L.O.L)**

6.1 This area of the curriculum provides all children with opportunities to talk and communicate in a widening range of situations. It develops the children's ability to respond to adults and each other, and gives them opportunities to practise and extend the range of vocabulary and communication skills they use. It also promotes development of their listening skills.

6.2 Throughout the Language, Oracy and Literacy curriculum a strong emphasis is placed on developing early literacy skills and a structured approach to the teaching of phonics.

6.3 The children have opportunities to develop their reading and writing skills through lessons of activities which promote exploration, enjoyment and learning about the use of words and text in a broad range of contexts. They are given many opportunities to experience a rich variety of books.

7.0 **PHYSICAL AND EMOTIONAL HEALTH**

7.1 This area of the curriculum ensures that all children have opportunities to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe. It also allows them to develop skills necessary for self-care, such as dressing and toileting skills.

8.0 **MATHEMATICS**

8.1 This area of the curriculum supplies opportunities for all children to develop their understanding of number, calculations, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them.

9.0 **SCIENCE AND TECHNOLOGY**

9.1 This area of the curriculum focuses on physics, biology and working scientifically provides opportunities for all children to observe, solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, again the learning is linked to the current topic.

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10.0 **DIGITAL MEDIA**

This area of the curriculum provides opportunities for children to develop their use of Digital Media by exploring a wide range of equipment including PCs, tablets, digital cameras, interactive whiteboards and programmable toys. It aims to equip the pupils with skills that are relevant to 21st century learners.

11.0 **PLACE AND TIME**

11.1 This area of the curriculum allows all children to explore and find out about their environment and people and places that have significance in their lives either now or in the past.

12.0 **EXPRESSIVE ARTS AND DESIGN**

12.1 This area of the curriculum provides opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, music, movement, dance and imaginative and role play activities.

13.0 **ASSESSMENT**

13.1 We use observational Assessment for Learning as a key method to assess the children's learning and our planning reflects analysis of what is observed. The progress and attainment of each child is measured against the age-related expectations detailed within our own bespoke assessment criteria across the eight domains of the Cambridge Primary Review. Each child's progress and attainment is summarised at the end of their Nursery (where Nursery provision is offered) and Reception years. In addition, we will continue to record and report the children's attainment against the Early Learning Goals, in the form of the **Early Years Foundation Stage Profile** until, and if, it ceases to be statutory. After that we will record the attainment of pupils against the Early Learning Goals, as well as our own bespoke curriculum assessment criteria, for as long as they remain statutory. Summaries of each child's attainment are shared with parents during the latter part of the summer term as part of their 'End of Year Report.'

13.2 Practitioners observing pupils whilst they are engaged in practical and meaningful activities allows them to judge on-entry attainment of pupils entering Nursery and / or Reception provision. There is currently no statutory test / method of completing these baseline assessments but should one be introduced then we will use it to complete our on-entry judgments.

14.0 **PARENTS AS PARTNERS**

14.1 We recognise that parents are children's first and most enduring educators. We aim to develop an effective partnership with parents, which involve a two-way flow of information, knowledge and expertise.

14.2 All parents are made to feel welcome and encouraged to help their own child.

14.3 We aim to keep parents fully informed about the curriculum and their child's progress during the Early Years Foundation Stage in a variety of ways, including brochures, letters, displays, social media, parent consultations, end-of-year reports and informal discussion and parental engagement.

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15.0 **SAFEGUARDING AND WELFARE REQUIREMENTS**

15.1 The safety and welfare of our pupils is paramount. Throughout the Early Years Foundation Stage (Nursery and Reception) our policies and procedures meet the safeguarding and welfare requirements of the 'Statutory Framework for the Early Years Foundation Stage' (Effective from September 2014). Details of the policies and procedures we follow, in order to ensure the safety and well-being of our pupils, can be found by looking at the MAT's policies, which apply to pupils throughout the whole MAT.

16.0 **DATE FOR REVIEW**

16.1 The Trust Board will review this policy in line with the procedure for policy review

16.2 If no other reason for review, this policy will be reviewed in Spring 2021.

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