



## Academy Policy

# Early Years Foundation Stage (EYFS) policy

CEO approval:		Date:
LGB Cluster ratification		Date:
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## 1. 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 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 aims to embody the four over-arching principles laid out in the framework:

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development. Children develop and learn at different rates.

## 3. Structure of the EYFS

At Woodlands Academy, we do not have a dedicated EYFS class but we do have provision for pupils working at a level analogous to EYFS and therefore can offer provision to EYFS pupils should the demand arise.

## 4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 4 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

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They also show ambitious intent for all children.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

Planning will be based on 4 main curriculum strands:

- My Communication
- My Thinking and Problem Solving
- My Creativity
- My Independence

The My Independence strand is interwoven throughout the three other strands and is based on the Pre-Formal and Semi-Formal EQUALS curriculum.

#### 4.2 Teaching

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

## 5. Assessment

At Woodlands 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. Practitioners also take into account observations shared by parents and/or carers. All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps in learning are. They are regularly expected to discuss this with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development. This report highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Woodlands Academy uses both linear and lateral assessment frameworks including:

- Classroom Monitor SEN Toolkit (linear) focusing on academic progress in maths and literacy
- AET Framework (linear) focusing on personal development and communication
- MAPP (lateral) focusing on personalised learning targets based on a strength and needs analysis and informed by key documents such as the EHCP.

The assessment of the child's development reflects ongoing observations and discussions with parents and/or carers. The results of the assessments are then shared with parents and/or carers via written reports and EHCP review meetings. Assessments are moderated internally and in partnership with other local schools, to ensure consistent assessment judgements.

## 6. 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 and assessments help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## 7. Safeguarding and welfare procedures

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

- The effects of eating too many sweet things

- The importance of brushing your teeth

We also teach E-safety across our EYFS in age appropriate ways. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the Senior Leadership Team every year.

At every review, the policy will be shared with the governing board for ratification.

## 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 (website)
Procedure for responding to illness	
Administering medicines policy	
Emergency evacuation procedure	
Procedure for checking the identity of visitors	See Safeguarding policy (website)
Procedures for a parent failing to collect a child and for missing children	See Safeguarding policy (website)
Procedure for dealing with concerns and complaints	

