



Academy Policy

Early Years Foundation Stage (EYFS) policy

CEO approval:		Date:
LGB Cluster ratification		Date:
Last reviewed on:		
Next review due by:		

Contents

1. Aims	3
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum	3
5. Assessment	4
6. Working with parents	4
7. Safeguarding and welfare procedures	5
8. Monitoring arrangements	5
Appendix 1. 17 Early Learning Goals	5

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that is considerate of pupil need.
- There is a collaborative process to assess pupil progress.
- There is a partnership working between practitioners and 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

Learning in EYFS encourages our pupils to become confident and curious learners with a focus on developing their learning skills. We promote the development of independence skills by creating an environment that is responsive to the pupils' needs and positive relationships through which our pupils can thrive. Our learning is predominantly in the **prime areas** of the curriculum: communication & language, personal, social and emotional development and physical development. **The specific areas** of the curriculum provide enhancements and opportunities for experiential learning that is so valuable to our pupil's awareness of the world around them.

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

5. Assessment

At Woodlands Academy, ongoing assessment is an integral part of the learning and development processes. This is collaborative process that includes:

- Staff observing pupils to identify a child's interest and achievement (the use of photos and videos may be used)
- Parent/carer and outside agencies views and observations

These observations are used to shape future planning and inform next steps of learning.

Classroom practitioners regularly discuss pupil progress with leaders to ensure the academy meets the needs of all pupils within the setting. In order to achieve this ambition for all pupils, there may be an adaptation of the curriculum and the learning environments.

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, against the 17 Early Learning Goals (ELGs) within the final term of the EYFS. However, through weekly communication, parents/carers will receive a verbal progress update.

Along with assessing against the ELGs, Woodlands Academy uses the following assessments frameworks:

- Classroom Monitor SEN Toolkit (linear) focusing on academic progress in maths and literacy
- AET Framework (linear) focusing on personal development and communication

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 through weekly phone calls and written reports. These regular progress checks 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

Please refer to the academy's Safeguarding and Child Protection Policy

8. Monitoring arrangements

This policy will be reviewed annually

Appendix 1. 17 Early Learning Goals

Prime Areas		
Communication and Language ELGs	Physical Development ELGs	Personal, Social and Emotional Development ELGs
<ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking	<ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills	<ul style="list-style-type: none">• Self-Regulation• Managing Self• Building Relationship

Specific Areas			
Literacy ELGs	Mathematics ELGs	Understanding the World ELGs	Expressive Arts and Design ELGs
<ul style="list-style-type: none">• Comprehension• Word Reading• Writing	<ul style="list-style-type: none">• Number• Numerical Patterns	<ul style="list-style-type: none">• Past and Present• People, Culture and Communities• The Natural World	<ul style="list-style-type: none">• Creating with Materials• Being imaginative