

Early Years Foundation Stage (EYFS) policy

Keresley Academies

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| Approved by: | Nicola Penlington | Date: January 2023 |
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Contents

| | |
|--|-------------------------------------|
| 1. Aims | 2 |
| 2. Legislation | 2 |
| 3. Structure of the EYFS | 2 |
| 4. Curriculum | 2 |
| 5. Assessment | 3 |
| 6. Working with parents | 5 |
| 7. Safeguarding and welfare procedures..... | 4 |
| 8. Monitoring arrangements | 4 |
| Appendix 1. List of statutory policies and procedures for the EYFS | Error! Bookmark not defined. |

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 2021.

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

3. Structure of the EYFS

The Keresley Academies has two early years settings:

At Keresley Grange we have two Reception classes, with up to 45 children between the two classes.

At Keresley Newland we have both Nursery and Reception classes both with up to 30 children.

Morning sessions run for 3 hours (15 hours across the week) from 8.45-11.45. Afternoon sessions run until 3.15 including time when the children stay at school for their lunch.

Parents are able to claim for the 15 hour or 30 hour funding to subsidise their places or can pay for additional afternoon session.

4. Curriculum

Our early years settings follow the curriculum as outlined in the 2021 statutory framework of the EYFS.

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. 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.

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 year 1.

5. Assessment

At Keresley Academies, 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.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

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. Baselines, progress checks and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The teachers work closely with their children to ensure that their learning and care is tailored to meet their needs. Across the day, the children are supported by all of the staff within their early years setting, who work closely to ensure they are communicating and sharing observations of progress and development within the team. The teachers support parents and/or carers in guiding their child's development at home and also support families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Amanda Hayward, Early Years Lead every year.

At every review, the policy will be shared with the governing 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 |