



# EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

<b>Policy Title:</b>	Early Years Foundation Stage Policy	<b>Owner:</b>	Tanya Knight
<b>Review period:</b>	2 years	<b>Approval by:</b>	Heads of School
<b>Effective date:</b>	1 <sup>st</sup> January 2024	<b>Next review date:</b>	1 <sup>st</sup> January 2025

## Contents

1. Aims.....	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum.....	3
5. Assessment.....	4
6. Working with parents.....	5
7. Safeguarding and welfare procedures.....	5
8. Monitoring arrangements.....	5
Appendix 1. List of statutory policies and procedures for the EYFS.....	6

## Introduction

At The Shared Learning Trust (TSLT) we believe that Early Years Foundation Stage (EYFS) education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. A high-quality early years education is an essential factor in a child's development.

This policy outlines the principles, purpose and management of the EYFS at TSLT. The implementation of this policy is the responsibility of all staff working with the children in the EYFS.

### 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
- A close working partnership between staff 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 Department for Education (DfE) [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from January 2024](#).

### 3. Structure of the EYFS

The Linden Academy (TLA) has three reception classes of children aged 4 and 5 years.

TLA school day timings are: Morning club	7.45 am – 8.30 am
Main school day	8.30 am – 3.15 pm

The Rushmere Park Academy (TRPA) and nursery operates within the school. We have 2 large rooms, a 2-year-old rooms, and a 3 – 4-year-old room. Offering provision for children aged between

2 and 4 years. In the nursery, they accept a range of payment options, these consist of childcare vouchers, local authority free entitlements for 2- and 3-year olds, 2-year-old funding for working parents and 30-hour funding or fee-paying sessions

TRPA school day timings are:	Breakfast club	8.00 am – 8.45 am
	Main school day	8.45 am – 3.30 pm
	After school club	3.30 pm – 4.30 pm and 4.30 pm – 5.30 pm

TRPA Nursery timings are:	Breakfast club	8.00 am – 8.45 am
	Morning session	8.45 am – 11.45 am
	Lunch club	11.45 am – 12.30 pm
	Afternoon session	12.30 pm – 3.30 pm
	After school club	3.30 pm – 4.30 pm and 4.30 pm

The Vale Academy (TVA) has a spacious nursery with a small room for children aged 2-3, taking a maximum of 20 children per session and large room for 3-4 year olds, taking a maximum of 60 children per session. They accept a range of options to enable children to attend nursery, including, Local Authority funding for 2 year old's (criteria apply), universal 15 hour funding for 3-4-year old's, 30 hour funding (criteria apply), childcare vouchers and fee-paying sessions. Children aged 3-4 years, can access our before and after school club facilities.

TVA school day timings are:	Breakfast club	7.45am – 8.30am
	Main school day	8.45am – 3:15pm
	After school club	3:15pm – 5:30pm

TVA Nursery timings are:	Breakfast club	7:45am – 8:35am
	Morning session	8:45am – 11.45am
	Afternoon session	12.15pm – 3:15pm

#### 4. Curriculum

The early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

## 4.1 Planning

The early years teachers plan purposeful play activities and continuous provision within the learning environment to meet individual needs and enable all children to develop and learn effectively.

All practitioners identify the individual needs, interests and stage of development of each child in their care and use this information to support and facilitate learning enabling a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff will 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. Children will be included in the planning process enabling topics and learning to follow children's interest hoping to inspire and motivate all learners. Children are encouraged to develop as independent learners, accessing their learning through a purposefully planned environment with a mix of child-initiated activities and adult led tasks.

## 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.

Children have continual access to learning opportunities indoors and outdoors. Practitioners are aware of children's next steps and target these needs through facilitated learning experiences.

Within early years we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect. We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions and consider the welfare and wellbeing of others.

For our reception aged children, 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

TSLT's ongoing assessment is an integral part of the learning and development processes. Practitioners use observational assessment to continually identify children's achievements, interests and learning experiences. These observations are shared with parents/carers and are used to identify children's next steps and shape future planning. Practitioners also take into account observations shared by parents/carers through our online learning journeys.

At the end of the EYFS, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

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

The profile is moderated internally (referring to the development matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## 6. Working with parents/carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers.

Parents/carers are kept up to date with their child's progress and development, are invited to consultations with the EYFS teachers twice yearly and will receive a written report noting achievements in the summer term of their reception year. The EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents/carers are involved in discussions about their child's progress and development from early on and targets or next steps for the child are shared.

Each child in our Nurseries are assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the Early Years by:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [statutory guidance](#) for safety around supervised tooth brushing.

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

## 8. Monitoring arrangements

This policy will be reviewed Tanya Knight, Senior Principle and approved by the board of trustees.

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