



**Children
First** Academy
Trust

Early Years Foundation Stage (EYFS) policy

Approved: Education and Standards Committee

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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
- A close working partnership between staff and parents and/or carer
- 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](#).

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

3. Structure of the EYFS

Schools in Children First Academy Trust have EYFS classes covering two year old provision (3 of the 5 schools), Nursery (three and four year olds) and Reception (four and five year olds)

4. Curriculum

All schools follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

The 'Educational Programmes' for each area of learning set out in the EYFS framework form the basis of our curriculum, which is built on according to the context, needs and interests of our children. We provide opportunities within the 7 EYFS areas of learning for children to develop the foundational knowledge and understanding they will need in year 1, through experiences, continuous provision, books and stories (see 'Planning' section below)

4.1 Planning

Staff plan experiences for children that enable them to develop and learn effectively. In order to do this, staff 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 challenging and enjoyable experiences. 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.

All schools provide high quality enabling environments, indoors and outdoors, so that children can initiate and drive their own learning.

Early years curriculum provision maps developed by the Trust are followed by all schools. These are linked to National Curriculum subjects and the Trust Curriculum Intents which are concept driven. The early years provision maps highlight the foundational knowledge and experiences provided (within our EYFS curriculum) in relation to key concepts in each subject, to prepare children for learning in year 1 and beyond. The format for these is Trust wide, the content is individual to schools.

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. Staff 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.

High quality adult-child interactions to develop children's language, thinking and learning are a crucial part of our teaching across all our schools in all EYFS year groups, from two year olds to Reception. There is an emphasis on outdoor learning as part of the provision in all schools, reflecting the needs of children in our communities, many of whom have limited access to outdoor space.

Phonics is taught through Read Write Inc in all schools in Reception and year 1.

5. Assessment

Ongoing assessment is an integral part of the learning and development processes. Staff observe and interact with children to identify their level of achievement and interests. They move children on 'in the moment' through interactions – extending language and thinking as they play, and use observations to shape future planning. Staff also take into account observations shared by parents and/or carers.

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

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

In addition to the RBA, staff in all EYFS year groups assess children's starting points on entry to school, with reference to 'Development Matters' guidance. Judgements are based on observations, knowledge of the children, and information from pre-school settings and parents /carers. All schools follow the assessment schedule established for the Trust, which outlines assessment criteria and data points through the year. Internal school and cross Trust moderation sessions are held regularly to ensure consistency in judgements.

At the **end of the EYFS**, staff 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

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

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff 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 EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or 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 talking to children, and sharing information with parents, about:

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

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

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 First Aid policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See evacuation and emergency procedures
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