



“Planting dreams. Nurturing hearts. Growing minds.”

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### 1. Aims

This policy aims to ensure:

- That children access a balanced and sequential 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 all achieve their full potential
- 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 2021 [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/95222/statutory-framework-for-the-early-years-foundation-stage.pdf)

### 3. Structure of the EYFS

We have a PAN of 60 places for our EYFS unit. Pupils are organised in two classes and are taught by the class teacher. The EYFS unit has one full time teaching assistant and one part time Learning Support assistant supporting both classes.

#### **4. Overarching Principles in our Early Years Setting**

There are four guiding principles that shape practice in our Early Years setting. These are:

- 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.
- importance of learning and development. Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

\*These guiding principles have been taken from The Statutory Framework of The Early Years Foundation Stage September 2021.

#### **5. Curriculum**

Our early years setting follows the curriculum as outlined in the 2021 Statutory Framework for the Early Years Foundation Stage.

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

#### **6. Planning**

Staff plan activities and experiences for children that enable them to develop and learn effectively. All learning is planned carefully, taking into account the children’s interests and their responses to previous lessons. Our planning is informed by practitioner’s observations and interactions with the class. This ensures planning is sequential and that it builds upon prior learning.

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 and in consultation with our setting SEND Co Coordinator.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. They do this by observing how children learn using the characteristics of effective learning. These are -

- **Playing and exploring**
- **Active Learning**
- **Creating and thinking critically**

## **7. Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led, adult supported and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The children's learning takes place both indoors and outdoors. Children can lead own play whilst also being guided by adults. As children grow older, and as their development allows, the balance gradually shifts towards activities to prepare for more formal learning, ready for year 1.greater focus on specific areas of learning.

## **8. Assessment**

Ongoing assessment is an integral part of the learning and development process in Reception. 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 using Tapestry online and informal systems, such as, WOW cards to share the progress and achievement of pupils.

When the children start in Reception, they will participate in the 'Reception Baseline Assessment'. This assessment will comprise of a short activity in which the children will use practical resources to complete tasks. These tasks will be centred on language, communication, literacy and mathematics. The teachers will record their results on a computer and this information will only be used at the end of year 6 to measure progress of the school. The children will not receive a numerical score, however teachers will receive short narrative statements which will inform gaps in learning and planning.

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 results of the profile are shared with parents/carers at the end of the year. Year One teachers will be provided with a copy of the Early Years Foundation Stage report.

The profile will be completed for all children, including those with special educational needs and disabilities (SEND).

## **9. Working with parents/carers**

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

Parents/carers are kept up to date with their child's progress and development and we aim to provide a well-rounded picture of their child's knowledge, understanding and abilities through parent/ teacher consultations, annual report to parents and Tapestry online learning diary.

The class teacher and classroom support staff are the key people ensuring that their learning and care is tailored to meet their needs. They are available to support parents and/or carers in guiding their child's development at home and to engage with more specialist support, if appropriate.

Throughout the year, parents/carers will also be provided with opportunities to participate in workshops, parent's evenings and will have access to virtual resources to help support their children's learning. A thorough transition policy has also been devised to ensure the transition into Year One is shared with parents and is of the highest quality (see transition policy)

#### **10. For children whose home language is not English**

Throughout Reception, children with English as an additional language will be provided with support and resources to help aid language development. This information will be provided to their new teacher who will continue to support this process.

#### **11. For children with SEND and/or additional needs**

In both Reception and Year One, in depth meetings with the school SEND will take place once a term. All children's needs are considered to be of the highest priority.

#### **12. Safeguarding and welfare procedures**

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

#### **13. First Aid**

Within the Early Years unit two members of staff are trained in Pediatric first aid.

#### **14. Monitoring arrangements**

This policy will be reviewed and approved by the Governing Body every three of years.

**Date approved by Governing Body- 15<sup>th</sup> February 2022**

**Date to be reviewed by the Governing Body – January 2025**