



Shireland Collegiate Academy Trust

# Primary EYFS Policy

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## 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

*Together we will create a culture of innovation and challenge which will enable our youngest children to flourish and grow into independent, creative and confident learners.*

## Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

## Introduction

At Shireland Collegiate Academy Trust, we recognise the vital role that parents, and carers have in their child's development. We aim to build strong relationships between home and school from the earliest stages of learning. Our aim is for parents to be partners in their child's learning and we encourage opportunities for this partnership to grow as their child moves through the school.

Our setting works with parents to develop in every child a love for learning and a desire to expand their horizons and aspirations. Through effective partnerships between home and school, we aim to improve the life opportunities for all children in our care.

## The Enabling Environment

Our setting gives children opportunities to engage in "first-hand" learning experiences and to access a variety of activities both indoors and outdoors. Play is recognised as an important tool where children develop and reflect on their learning.

At Shireland Collegiate Academy Trust we provide knowledgeable, caring and experienced staff who facilitate the learning of our youngest children through:

- Providing opportunities to develop and encourage individuality and independence
- The chance to illuminate imaginations and nurture self-confidence
- Providing a safe learning environment in which children can flourish
- Giving children time to investigate, explore and have fun both inside and outside
- Enabling our children to experience high quality opportunities to explore technology to support their learning and play

## Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS and is guided by curriculum guidance as set out in Development Matters 2021.

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 4 specific areas:

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

We provide an exciting and challenging curriculum based on our observations of children's needs and interests. The provision of the E3L curriculum enables our younger children to experience high quality learning opportunities which support the development of skills and knowledge, stimulate curiosity and enthusiasm for learning and build their capacity to learn.

The learning environment is planned to provide core areas which are available to children all of the time, which is referred to as "continuous provision" and which supports the children's play. It also supports the three characteristics of effective learning as described by "Development Matters in the EYFS" as follows:

- Playing and Exploring – finding out and exploring, playing with what they know and being willing to "have a go"
- Active Learning – being involved and concentrating. Keeping trying and enjoying achieving what they set out to do
- Creating and thinking critically – having their own ideas, making links, and choosing ways to do things

## 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.

## Assessment

In our EYFS there are clear assessment systems which allow us to:

- Make an assessment of where children are on entry (baseline)
- Plan next steps that challenge all children
- Understand the progress that individuals, groups of children and cohorts make across the Early Years Foundation Stage and into Key Stage 1 and beyond.

In the Early Years Foundation Stage, teachers make use of Tapestry software to capture children's learning. Teachers use the Ages and Stages model from the EYFS Development Matters documentation to record children's ongoing progress.

This system allows teachers to flag progress made during observations in the areas of learning, and to clearly identify gaps in learning, concerns and then reflect and support planning.

Parents can access their child's learning information using Tapestry or Class Dojo on both an ongoing basis and at parent consultation meetings.

Teachers track progress in the key skills / Early Learning Goals (ELGs) in Reading, Writing and Mathematics for all children each term using an online software.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 ELGs, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels

The EYFS framework no longer lists descriptors for exceeding the expected level of development, however the Trust still expects teachers to identify, stretch and challenge more able learners.

Pupil assessment against the ELGs is shared with parents and/or carers; this includes informing families about pupils who have been identified as working above the expected level.

## Baseline Testing

In addition to the national assessment teachers carry out a range of baseline assessments including CEM BASE, and WELCOMM to gain a more accurate picture of each child's current development in a number of areas.

These will be completed within the first half term for all pupils. Staff also collect parent views and make use of any available assessments from any care or nursery setting that the child has attended in the earlier part of the Foundation Stage to inform their assessments and planning.

## Working with parents

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

We aim for information regarding pupil progress to be transparent for parents. Parents and/or carers are kept up to date with their child's progress and development. We also hold regular parent consultation meetings to discuss progress and parents have regular opportunities to share and contribute to their child's learning, including through online systems. The progress check and EYFS profile/end of year report 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. In Reception or nursery, the key person is usually the class teacher. 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.

## Intimate care

During their time in the foundation stage, it is expected that some pupils may need support with toileting or help from staff following a toileting accident. As part of the induction process, our good practice intimate care procedures are shared and agreed with parents. For reception this also forms part of the home visit information. Where pupils require more specialist intimate care, individual care plans will be created by senior EYFS staff alongside parents. These will be reviewed throughout the year to ensure the best possible care and, if necessary, identify where further professional advice may be needed.

## Inclusion

We acknowledge that all children are individuals, and we ensure that all children within our care are respected and nurtured regardless of their ethnicity, culture, religion, home language, background, ability or gender. We recognise that children learn in different ways and at varying rates and all children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Early identification of Special Needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/ carers at an early stage and the school SENDCO is called upon for further information and advice. Appropriate steps are taken in accordance with the SEND Policy. Through continuous provision children are able to return to favourite activities and develop their skills and learning at their own pace. It gives them the confidence to persevere.

Our setting seeks to promote the value of healthy lifestyles, good life choices and confident community participation.

Children are encouraged to develop a sense of belonging and responsibility and treat their school and others with respect.

We will take all necessary steps to keep children safe and well and we carefully follow the guidance as set out in the Statutory Framework for the Early years Foundation Stage.

## Transition

### Overview

Transitions are carefully planned for and time is given to enable all our children to move from one year group to the next. We acknowledge each child's needs and plan the provision to support a child's emotional well-being during this process.

In our setting we believe that we should all be prepared for the children entering each stage of their learning, so we have developed practice to ensure continuity of learning and a smooth transition for the child.

At Shireland Collegiate Academy Trust, we acknowledge the following transitional stages as;

Home to Nursery/Daycare

Nursery to Reception

Reception to Year One

We believe that best Early Years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Our Aims are to ensure our children;

- Experience smooth transition periods
- Receive the EYFS for the duration of Year Nursery and Reception
- Children with identified needs experience a curriculum suited to their needs
- Continue to have opportunities for Continuous Provision in Year One, as appropriate
- Continue to experience teaching that reflects a variety of preferred learning styles

### Transition Meetings

All adults will meet in the summer term to discuss the children they will be 'handing over'. Staff will inform colleagues of the pupils' academic abilities, specific needs and any relevant family information whilst bearing in mind confidentiality at all times.

### Taster Sessions

Children will be given the opportunity to have a taster session in the class they will be starting in September and will meet their new teacher. For reception children, parents will be invited to accompany their child at each stage of Transition where possible.

## New Intake Parents Meetings

Meetings will be held during the summer term for all parents whose children are due to enter both Nursery and Reception the following academic year. At these meetings the parents will meet the Foundation Stage Leader and other relevant staff, they find out about activities, routines and are given the opportunity to ask any questions.

Nursery parents are given dates for the taster sessions, home visits and information on developing quality talk and independence. Reception parents are given taster session dates, home visit times, September start dates and extra information on how parents can help their child learn at home.

## Transition from EYFS into Year 1

Practitioners and Year 1 teachers should work together to ensure that a child's transition between the EYFS and Year 1 is seamless. Early years practitioners should make sure children's experiences in the final year of the EYFS are valuable in themselves and prepare the ground for Year 1. It is important that Year 1 builds on the successful principles and approach encapsulated in the EYFS.

It is crucial that EYFS practitioners and Year 1 teachers are given time to discuss and expand on the information presented in the EYFS profile

## Requirements of Year 1 Staff

We would like our Year 1 staff to:

- Observe the Reception teaching area at different times during the year to increase their own understanding of the curriculum the children are familiar with.
- Identify opportunities for Continuous Provision in the Year One curriculum through sharing of ideas and good practice with colleagues, both within the school and across the Trust.
- Enjoy the freedom to provide a creative approach when delivering the National Curriculum so that children can continue to be actively involved in their learning.
- To fully consider the assessment information produced by EYFS staff and how best to plan for individuals/groups of children.

## Good Practice in Year 1

We aim to plan and deliver lessons appropriately, in keeping with the Trust's wider Teaching and Learning approach. This should ensure that children are not sitting for too long periods and should also plan for the learning activities to be appropriately challenging and delivered effectively. However, there are some guiding principles that are felt by the Trust to be important, particularly when children first enter the Year One classroom in September. These are;

- The start of the day routine should mirror practice in the Reception classes.
- There should be an initial focus on children's personal, social and emotional development. (Some children settle more quickly than others and staff need to be flexible and allow for this in planning.)



- A strong focus will also be given to Speaking and Listening.
- During the introductions to sessions, we aim to ensure that children are not sitting on the carpet listening for too long.
- The layout of the Year One classroom should include space and resources so that children can undertake continuous provision activities.

Care will be taken to ensure the children have settled into the Year One routines and are making steady progress before beginning to introduce more sustained periods of adult-led time during the week.

It is anticipated that the majority of Year One children will be able to manage the changes to routines early in the Spring Term, taking notice of those children who are still failing to flourish within the year group. Individual children may continue to need support as the academic year progresses.

## **Safeguarding and welfare procedures**

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

## **Monitoring arrangements**

It is the responsibility of all EYFS staff to follow this policy. Senior Leaders will carry out monitoring across the EYFS and into Year One as part of the whole school monitoring programme. This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
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