



Kernow Learning
Building Excellent Schools Together

Early Years Foundation Stage (EYFS) Policy

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School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 874532 or email trenance@kernowlearning.co.uk



Introduction

The Early Years Foundation Stage (EYFS) covers the development of children from birth to the end of their Reception Year. The overarching aim of the EYFS is to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Early Years education is important for all children and a coherent educational programme appropriate to the age and stage of development of every child is essential. Children learn best when motivated and enthusiastic; therefore our curriculum is child-centered, taking as its starting point the needs and interests of all children. They enter school with considerable knowledge and experience gained over their first years of life. We in school must tap into this experience to encourage children to feel confident and secure and to extend their learning through carefully planned play activities and experiences based on close observation of their play.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

-Statutory Framework for the Early Years Foundation Stage 2017

A Unique Child

Inclusion/Special Educational Needs and Disabilities (SEND)

All children and their families are valued at Trenance Learning Academy. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential SEND is identified at the earliest possible opportunity. Early identification of SEND is crucial to enable staff to support the development of each child. Concerns are always discussed with Parents/Carers at an early stage. Please see our SEND Policy for further information.

We meet the needs of all our children through:

- Considering the individual needs, interests, and stage of development of each child in our care and using this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development;
- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;





- Using a wide range of teaching strategies based on children's learning and development needs; Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See our Child Protection and Safeguarding Policy)

Equal Opportunities, Inclusion and Educational Needs

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

Ramps, a lift and a disabled toilet are available within the school to cater for children with physical disabilities.

Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images. It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children. We liaise with the school's SENDCO to identify next steps in learning in partnership with the parents. (See SEND Policy and Equal Opportunities Policy)

Welfare & Legislation

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."





At Trenance Learning Academy we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children; St Francis School – Early Years Foundation Stage (EYFS) Policy 4
- comply with the Trusts policies on use of images and storing them securely

Positive Relationships

We recognise that Parents/Carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that Parents/Carers have played, and their future role, in educating the children. We do this through:

- An information session for parents in July where they receive the Reception Information booklet and other key important documents which highlights school start and finish times, uniform and informs the Parents/Carers of the school's vision and mission.
- Asking Parents/Carers to complete admission forms, medical form, disability form etc. (please see induction pack).
- Asking Parents/Carers to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school, prior to their children starting in Reception.
- Asking Parents/Carers to complete an 'All About Me' activity with their child at a 1:1 meeting with the class teacher, where they will write a synopsis about their child including their likes and dislikes. This will form a display and the basis for our topic learning at the start of the Autumn Term.
- Inviting children to three 'Stay and Play' sessions prior to joining the Academy so that they can spend time with their new teacher and the other adults within the school.
- Inviting Parents/Carers, along with their child, to an initial consultation with the class teachers where they can discuss all of the little things which make their child unique and which will help the transition into the Academy to be a positive one.





- Inviting parents to attend informal meetings providing information about other areas of the curriculum, e.g. Early Reading, Maths and Phonics.
- Parents/Carers receive a report on their child's attainment and progress at the end of each school year.
- Organising a range of activities throughout the year that encourage collaboration between child, school and Parents/Carers: Open afternoons, Art Exhibitions, Christmas Performances, Sports Day etc.
- Parents/Carers are made aware of the curriculum and ongoing activities through the 'Class Dojo' app which explains what the children have done that week, what they are due to do the next week and also provides visuals to involve discussion at home.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In Foundation, the EYFS teachers act as 'Key Workers' to all children in EYFS and we do not have a separate system, however our TAs also contribute to this information.

Enabling Environments

The environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Areas of Learning

Children learn skills, acquire new knowledge and demonstrate their understanding through the seven areas of learning and development.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas are:

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

The prime areas are those most essential for a child's healthy development and future learning. As they grow, these skills will support the child as they extend their development in the specific areas. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities.





At Trenance Learning Academy, we support children in using the three Characteristics of Effective Teaching and Learning.

These are;

- Playing and Exploring - children investigate and experience things, and 'have a go';
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage. We promote these values through our school mission statement, vision and values, our curriculum and enrichment activities.

Home/School Partnership

- Parents/carers are partners who should be made to feel welcome, valued, and encouraged to contribute to work with staff.
- Prior to admission, all parents/carers will have our 'Starting School' booklet and they will visit with their child during our 'Learning Together' sessions to familiarise themselves with the classroom and to meet with class teacher and learning assistant.
- Parents/carers will attend an interview with the class teacher the day before their child starts school as part of a staggered entry programme. This is an opportunity for them to discuss their child with the teacher and for the teacher to inform the parent/carer about school routines, assessment processes etc.
- Parent/teacher consultations will also take place in the Spring Term to inform, discuss progress and to set targets.
- Ongoing assessments and observations will be sent to parents/carers using an online learning journey programme (Tapestry). Parents/carers will also be encouraged to send their own observations of their child using this online programme.
- In the Summer Term the EYFS Profile will be completed for every child to provide parents/carers, practitioners and teachers with a well-rounded picture of each child's knowledge, understanding and abilities. This will be reported to parents and will include a short commentary on each child's skills in relation to the three key characteristics of effective learning. Parents will have an opportunity to discuss these with the class teacher.

Assessment and Monitoring

Assessment At Trenance Learning Academy, ongoing assessment is an integral part of the learning and development processes. Staff carefully observe children to identify their level of achievement and interests. These observations, as well as observations shared by parents and/or carers are used to shape future planning.





Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). 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) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Transition

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition.

Parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express.

Parents are offered a home visit before children start school.

The children are invited to visit their Reception class for a few afternoon sessions to meet their new classmates and teacher.

EYFS teachers endeavour to visit children at their pre-school setting and/or speak with each child's Key Person within their setting.

Children requiring extra support will be offered additional visits regardless of their setting.

During the summer break children are sent video messages and story sessions from their class teachers and Teaching Assistants.

Parents are encouraged to send information, photos or video messages back to support transition and inform the Autumn Term planning.

Children receive a school pack about their new school, including photos of staff that will be caring for them and their new classroom. The pack also includes a letter from their Year 5 buddy; introducing themselves and welcoming them to the school.

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents St Francis School – Early Years





Foundation Stage (EYFS) Policy 7 and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Role of the EYFS Lead

The role of the Head of EYFS is to provide professional leadership for the Early Years in order to facilitate the highest standards of teaching and learning and to secure effective use of resources. This will involve:

- monitoring of pupil progress
- pupil conferencing
- analysing data
- taking the lead in policy development
- auditing, purchasing and organising resources
- supporting colleagues in their CPD
- keeping up to date with recent developments in the area
- checking that assessment of the EYFSP is carried out in line with the school's Assessment Policy and statutory requirements

Monitoring and Review

The EYFS will be monitored in line with the School Development Plan by the Head of EYFS in the first instance. The EYFS team regularly discuss EYFS practice, providing feedback to the Head of EYFS and the Headmistress / Deputy Head/ SMT, raising any issues that require discussion. Work scrutiny by curriculum subject leaders will take place

In addition to the above, all School Policies apply to the Foundation Stage and particular reference should be made to:

- Equal Opportunities Policy
- Child Protection Policy
- Behaviour Management Policy
- Partnership with Parents Policy

Next Review: May 2024





SEN

Children's special educational needs will be supported by a well planned curriculum with support given by teaching assistants and differentiated activities. The SENDCo will also provide additional support.

Equal Opportunities

All children have equal opportunities to engage in a broad, balanced and progressive EYFS curriculum regardless of race, culture, gender, ability or religion.

