



Early Years Foundation Stage

(Statutory)

Reviewed: Spring Term 2019

Next Review: Spring Term 2021

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

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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

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

We also aim to strengthen all future learning by promoting and developing:

- Personal, social and emotional well-being
- An understanding of English - language and communication
- Physical development, health and wellbeing
- Reading and Writing
- Mathematical understanding
- Knowledge and understanding of the world (History and Geography)
- Scientific and technological understanding
- Understanding of the arts/creative development
- Positive attitudes towards learning, persistence and resilience
- Social skills

Through these we aim to nurture:

- Independent learners who enjoy learning, make progress and achieve
- Confident individuals, able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

3. Inclusion

We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning. Within the Early Years Key Stage One Learning Unit we set realistic, challenging but well-matched targets so that all children have equal opportunities to achieve realistic expectations within the statutory framework.

We meet the needs of all our children through;

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a variety of teaching strategies that are based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children, to help them to learn effectively;
- Offering a safe and supportive learning environment, in which the contribution of all children is valued;
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress, and providing support (such as speech therapy) as necessary.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

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 more general features of good practice in our school that relate to the early years Key Stage One learning unit are:

- The partnership between staff and parents that helps our children to feel secure at the school, and to develop a sense of well-being and achievement.
- The understanding that staff have of how children develop and learn, and how this is reflected in their teaching;
- A range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's learning, play, talk or other means of communication;
- Carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage and the National Curriculum expectations in Years One and Two.

- Provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- Encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- Support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- Identification, through observations, questioning, marking, discussions, of children's progress and future learning needs, and which are regularly shared with the children and parents;
- Good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- Clear teaching aims and regular monitoring of classroom practice
- Regular identification of training needs for all adults working within the unit.

Learning experiences within the Early Years Development Matters Curriculum enable children to develop competency and skill across a number of areas, and ultimately achieve the Early Learning Goals.

Through the observation, assessment and planning cycle, and in conjunction with the Development Matters, teachers plan activities which facilitate all children's learning. Activities will consist of both adult led and child initiated tasks within Continuous Provision. Links are made wherever appropriate with the KS1 curriculum.

In Years One and Two the School follows the Key Stage 1 National Curriculum, which underpins all future learning by supporting, fostering and extending children's understanding in a wide range of subjects. It is our intention that it should:

- Provide breadth both in the range of subjects it offers, and in the style of learning: children will learn in many different ways; out of doors, through play, by doing, by watching and by listening, formally and informally, in small groups, in class groups, from each other, from adults (teachers and others), before and after school.
- Be appropriate for the developmental stage of the children.
- Provide continuity and progression; build upon previous learning revisiting skills, knowledge and experiences, and move onwards to the next stages.

At Key Stage One the curriculum is designed and planned to equip the pupils with the knowledge, skills and experiences they need. Much of the learning is delivered through topics and Cross-curricular approaches, where children may revisit learning in a range of different contexts, encouraging pupils to:

- Sustain and build their learning.
- Apply their knowledge and skills across subject areas.

The prime areas are strengthened and applied through 4 specific areas:

Literacy

Mathematics

Understanding the world

Expressive arts and design

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Play is an essential part of the curriculum within the early years and throughout the whole Key Stage, allowing children to explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

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.

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.

5. Assessment

As a Primary School in The Roseland Multi Academy Trust, ongoing assessment is an integral part of the learning and development processes. 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.

Within the Early Years the Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the foundation stage. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the foundation stage takes the form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the foundation stage profile is statutory requirement. During the first term in the Reception class the teacher assesses the ability of each child, using the Foundation Stage Profile. These assessments allow teachers to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the foundation stage profile at our parental consultation meetings. 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

Exceeding expected levels or,

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers. Learning Journey/Tapestry (as

applicable) is used as a means of communication between home and school on successes and attainment. Staff collate evidence in written and photographic form and parents can add information about their child's learning and interaction with the world at home.

6. Working with parents

We believe that all parents have an important role to play in the education of their child and recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We do this through:

- Talking to parents about their child before their child starts in our school;
- Opportunities given to the children to spend time with their teacher before starting school;
- Inviting all parents to an induction meeting during the term before their child starts school;
- Offering parents regular opportunities to talk about their child's progress in our Early Years and Key Stage One classes;
- Encouraging parents to talk to their child's teacher if there are any concerns;
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;

Providing various activities that involve parents, i.e. regular communication with home through the child's school diary, and inviting parents to curriculum events, in order to discuss the kind of work that the children are undertaking

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. A formal meeting for parents take place twice in the year at which the parents discuss the child's progress in private with the class teacher. Parents also receive a report on their child's attainment and progress at the end of each school year.

7. Safeguarding and welfare procedures

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

8. Monitoring arrangements

This policy is monitored by the Trust Board, and will be reviewed regularly.

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.

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