



# VISION

MULTI ACADEMY TRUST

## Early Years Foundation Stage Policy

**Date of Review:** November 2025

**Approved by:** Trust Board

**Next Review Date:** November 2026

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Statutory Framework for the Early Years Foundation Stage (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe .....'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 (DfE))

We are aware.....'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet 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.' (Statutory Framework for the Early Years Foundation Stage (DfE))

The EYFS, which refers to children from birth to five years of age, is based upon the following four principles: **a unique child; positive relationships; enabling environments; learning and development** and it seeks to provide: **quality and consistency; a secure foundation; partnership working; and equality of opportunity.**

For all children within the EYFS we have a duty to:

- shape activities and experiences (educational programmes) (**Learning and development**);
- help children work towards acquiring knowledge, skills and understanding (**Early learning goals**);
- provide **assessment arrangements for measuring progress**;
- **report** to parents on their children's progress;
- safeguard children and promote their welfare (**safeguarding and welfare arrangements**).

The EYFS is made up of seven areas of **Learning and Development** which are all important and interconnected.

The three prime areas of **communication and language; physical development; and personal, social and emotional development** are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

Also, as children grow the prime areas will help them to develop skills in the four specific areas of **literacy, mathematics, understanding the world and expressive arts and design.**

We firmly believe that all seven areas of learning and development must be delivered through planned, purposeful play, with a balance of adult led activities and child-initiated activities.

We want all our children to learn by playing and exploring, by being active and through creative and critical thinking. We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

We work hard to give every child the opportunity to achieve their best as we believe every child is a unique child who is constantly learning.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To give every child the best possible start in life and the support that enables them to fulfil their potential.

- To ensure children learn and develop well and are kept healthy and safe.
- To promote teaching and learning in order to ensure children's 'school readiness'.
- To give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### Role of the Trust Board

The Trust Board has:

- appointed a member of staff to be the leader of the Early Years Foundation Stage who:
  - provides leadership in the development and management of the teaching and learning of the EYFS;
  - has a teaching responsibility and undertakes other associated responsibilities.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Trust Board;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Trust Board

### Role of the Headteacher

The Headteacher and the EYFS Leader will:

- work in partnership with parents / carers to promote the learning and development of all children, and will ensure they are ready for school;
- ensure the following seven areas of learning and development, which are all interconnected, will shape educational programmes:

Areas of Learning Development	Educational Programmes
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>▪ The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</li> </ul>
<b>Physical Development and Personal</b>	<ul style="list-style-type: none"> <li>▪ Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives<sup>7</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>▪ Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive</li> </ul>

	<p>sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>▪ It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>▪ Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>▪ Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting</li> </ul>

	<p>important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>▪ The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</li> </ul>

- ensure all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development;
- ensure all teachers provide for those children whose home language is not English sufficient opportunities to learn and reach a good standard in English language during the EYFS;
- ensure the level of progress of children should be expected to have attained by the end of the EYFS is defined by the early learning goals:

<p style="text-align: center;"><b>Early Learning Goals - the Prime Areas</b></p>	
<p><b>Communication and language</b></p>	<ul style="list-style-type: none"> <li>▪ Listening, Attention and Understanding:</li> <li>▪ Speaking</li> </ul>
<p><b>Physical development</b></p>	<ul style="list-style-type: none"> <li>▪ Gross Motor skills</li> <li>▪ Fine Motor skills</li> </ul>
<p><b>Personal, social and emotional development</b></p>	<ul style="list-style-type: none"> <li>▪ Self-Regulation</li> <li>▪ Managing self</li> <li>▪ Building relationships</li> </ul>
<p style="text-align: center;"><b>Early Learning Goals - the Specific Areas</b></p>	
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>▪ Comprehension</li> <li>▪ Word Reading</li> <li>▪ Writing</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>▪ Number</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Numerical Patterns</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>▪ Past and Present</li> <li>▪ People, Culture and communities</li> <li>▪ The Natural World</li> </ul>
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>▪ Creating with materials</li> <li>▪ Being imaginative and expressive</li> </ul>

- ensure assessment is on-going which recognises children’s progress, understands their needs, and is used to plan activities and support
- ensure that the statutory Reception Baseline Assessment (RBA) is completed in the first six weeks of Reception;
- ensure the EYFS Profile is undertaken and completed at the end of the key stage;
- ensure the results of the EYFS Profile is sent to the local authority on request;
- develop positive relationships with parents;
- ensure all school personnel and parents are aware of and comply with this policy;
- ensure good practice is shared;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- celebrate the effort, success and achievements of pupils and school personnel;
- annually report to the Trust Board on the success and development of this policy.

## Role of the Early Years Foundation Stage Leader

The Early Years Foundation Stage Leader will undertake the following responsibilities:

### Leadership and Management

- To lead and manage the EYFS working in conjunction with the Headteacher, SLT and governors.
- To undertake leadership and management responsibilities.
- To co-ordinate and be responsible for the organisation and management of the EYFS.
- To advise and work closely with the Headteacher and the nominated governor.
- To develop an EYFS development plan and to monitor its effectiveness.
- To ensure all EYFS policies are in place and regularly updated.
- To lead and develop an effective EYFS team.
- To provide and manage a stimulating EYFS environment.

- To monitor all planning in accordance with the EYFS and school policies.

### **Assessment and Data**

- To ensure assessment procedures are in place for recording, reporting and tracking pupils' progress.
- To use pupil data effectively.
- To undertake thorough and accurate tracking of pupil progress.
- To set targets with the Headteacher and SLT.
- To ensure EYFS Profiles are completed and passed on.

### **Resources and Budget**

- To make effective use of resources and budget allocation.

### **Transition**

- To ensure smooth transitional arrangements between phases.

### **Parents**

- To develop and strengthen good relationships with parents.
- To organise parent-teacher consultations.
- To produce regular newsletters for parents.

### **EYFS Policy**

- To lead the development of this policy throughout the school.

### **Working Relationship**

- To work closely with the Headteacher and the nominated governor.

### **Support**

- To provide guidance and support to all EYFS staff.
- To provide training for all staff on induction and when the need arises.
- To co-ordinate and oversee EYFS teaching staff and support staff.
- To coach, mentor and develop all EYFS teaching staff and support staff.
- To receive support from the Headteacher.
- To have regular class release time in addition to PPA time.

### **Performance Management**

- To undertake performance appraisals with both teachers and support staff.

### **Professional and Staff Development**

- To plan staff development opportunities for all EYFS staff.

### **Research**

- To make effective use of relevant research and information to improve this policy.
- To keep up to date with new developments and resources.

### **Health and Safety**

- To undertake risk assessments when required.

## **Monitoring**

- To monitor, evaluate and support the teaching and learning of the EYFS pupils.
- To review and monitor this policy.

## **Reports**

- To produce and present regular reports on the progress of the EYFS to the governing body.
- To annually report to the Governing Body on the success and development of this policy.

## **Role of EYFS Staff**

EYFS staff will:

- undertake appropriate induction training before starting the role;
- meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour;
- develop a genuine and close bond with the children;
- help the children to become familiar with the setting and making them feel confident and safe within it;
- meet the parents at the beginning and end of the day;
- closely monitor and record the progress of each child in order to enable effective planning;
- liaise with parents periodically informing them of their child's progress;
- be responsible for updating the developmental records of the children;

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- meet with parents to discuss their child's progress;
- plan and deliver good to outstanding lessons;
- have high expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - Stay and Play sessions
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- Use suggestions provided by school to help their child at home
- be asked to take part periodic surveys conducted by the school
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and half termly curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and Tapestry
- reports such as annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Statutory Framework for the Early Years Foundation Stage
  - Teaching and Learning
  - Differentiation
  - Assessment
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Trust Board for further discussion and endorsement.