



Early Years Foundation Stage (EYFS) Policy

“When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”

Development Matters- Non-statutory curriculum guidance for the early years foundation stage, Department for Children, Schools and Families, 2023

Version	Author	Dated	Status	Details
1	School Improvement	24.10.2023	Template approved by the Board of Trustees	To be completed by the Head teacher and reviewed by the LGB
2	School Improvement	11.03.2024	Amended date of Guidance to reflect 2024 Guidance	
3				

- ✿ Elevate Multi Academy Trust (Elevate) has agreed this Policy and as such, it applies to all Academies within the Trust.
- ✿ Individual Academies use this policy with their own sections duly filled in.
- ✿ The policy will be reviewed every 2 years
- ✿ The policy will be shared with the Local Governing Board
- ✿ References to 'the Head Teacher' includes the Executive Head Teacher, Head Teacher or acting Head Teacher as appropriate.

Principles

The EYFS is based upon four guiding principles which shape early years practice. These are:

- ✿ A Unique Child – developing resilient, capable, confident, self-assured, and excited learners.
- ✿ Positive Relationships – supporting children in becoming curious and independent.
- ✿ Enabling Environments – where opportunities and experiences respond to the individual needs and interests of children.
- ✿ Learning and Development – an understanding that children learn in different ways and at different rates.

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.
- ✿ All children are provided with a safe, secure and stimulating learning environment which meets the individual needs of all learners, enabling them to become happy, motivated learners.
- ✿ Our high expectations will enable children to develop socially, physically, intellectually and emotionally to achieve their full potential.

Legislation

This policy is based on requirements set out in the:

- ✿ [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Statutory_framework_for_the_early_years_foundation_stage_for_group_and_school_providers.pdf) (2024)
- ✿ Early Years Foundation Stage assessment and reporting arrangements

This document complies with the Funding Agreement and Articles of Association.

Structure of the EYFS

Supervision and Ratios:

In accordance with the 2024 EYFS statutory framework:

- for classes where the majority of children will reach the age of 5 or older within the school year, there must be at least one member of staff for every 30 children.

Aspin Park Academy has a PAN of 60 for Reception.

Reception Provision

At Aspin Park Academy, children join the Reception Class in the year that they turn 5. Children will attend on a full-time basis following a short transition period.

Curriculum

Aspin Park Academy's early years setting follows the guidelines as outlined in the 2024 statutory framework of the EYFS.

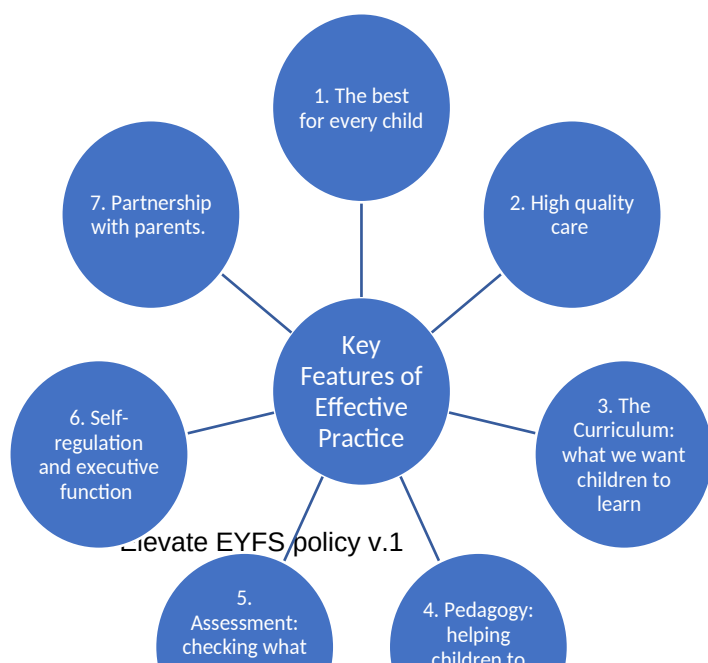
The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the Prime Areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **Prime Areas** are:

- 🌱 Communication and Language;
- 🌱 Physical Development;
- 🌱 Personal, Social and Emotional Development.

The Prime Areas are strengthened and applied through four **Specific Areas**:

- 🌱 Literacy;
- 🌱 Mathematics;
- 🌱 Understanding the World;
- 🌱 Expressive Arts and Design.
- 🌱 The **Elevate EYFS curriculum**, has been created using statements from Development Matters and Birth to Five Matters and is based on the 'Seven Key Features of Effective Practice' as outlined in the Development Matters non-statutory guidance.



1. The best for every child- All children deserve to have an equal chance of success, through high-quality education.
2. High quality care- Care is consistent and responsive to children's needs.
3. The curriculum- An ambitious curriculum which is carefully sequenced to help children build their learning over time.
4. Pedagogy- Children are powerful learners who learn through play, by adult modelling, by observing others and through guided and direct teaching.

5. Assessment- Is about noticing what children can do and what they know.
6. Self-Regulation and executive function- Children's abilities to regulate emotions and feelings.
7. Partnership with parents- strong, respectful parent partnership sets the scene for children to thrive in the early years.

- ✿ The curriculum is planned in a very practical way and is built around broad learning themes to support learning and development. Learning themes are based around topics that are of interest and are relevant and meaningful to children. As part of our best practice we ensure all children are provided with rich, meaningful, first hand experiences.
- ✿ Our curriculum is set out progressively where statements have been planned sequentially to identify what we expect children to know at the end of each term in Nursery and Reception. Each school has personalised their curriculum to support the ethos and values of their school.

Inclusion

- ✿ At Aspin Park Academy, we recognise that all children are unique individuals and create an environment where all children can achieve regardless of their starting points. We hold the highest expectations for all children, regardless of their background, starting point, or needs, and provide them with the same opportunities for learning. Staff take into account the individual needs, interests, and stage of development of each child and plan activities to further support and develop learning, at their own pace. We support all children to achieve their full potential by providing them with the support they need, whether that be through adapted resources, specific interventions, or additional adult support.

Planning

The key principle in Early Years is that children follow a play-based approach to learning. Play is essential for building confidence as children learn to explore, to think about problems, and relate to others. However, staff also create clear medium and weekly plans, which set out how and what is taught across the week based on the Early Years Framework. Alongside these sessions there is time for children to access provision which is enhanced to give opportunities for children to explore the skills and knowledge delivered in class and group learning times.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information when they are working with the children in provision. 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, teachers reflect on the different ways that children learn and include these in their practice.

Teaching and Learning

The Characteristics of Effective Learning are used to identify how children learn best, allowing staff to reflect on the different rates at which children develop. 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.
- ✿ Creating and Thinking Critically-children make links in their learning and develop their own ideas.

EYFS teaching and learning

At Aspin Park Academy we believe that it is important that children have the opportunity to learn by leading their own play and by taking part in play that is facilitated by adults. We ensure that provision and play opportunities respond to the needs and interests of the individuals in our class. Adults skillfully play alongside children, ensuring progress through highly effective questioning. During child-initiated play, pupils are constantly engaged in their learning and learn under real life contexts. All adults in EYFS are trained to further a child’s learning through questioning and have a good knowledge of each child’s next steps, so can extend their learning whilst ‘at play’.

Children in Reception take part in some more formal aspects of learning. There are daily whole class Phonics, English (Reading and Writing) and Mathematics activities which ensures curriculum coverage and readiness for adult led activities in Year 1.

In the spring/summer terms, Reception children transition to a more formal approach. Guided groups and more whole-class teaching are implemented alongside child-initiated play. We understand that Early Years is a crucial stage in a child’s development and ensure that it is a fulfilling and rewarding journey that fully prepares them for the next step into Year 1.

Recording and Reporting

At Aspin Park Academy ongoing assessment is an integral part of learning and development in the EYFS. Staff observe children during child-initiated play opportunities to identify whether they are on track to achieve the termly expectations as set out in our EYFS curriculum.

Observations and ‘WOW Moments” are recorded on Tapestry but also on Corrective Review Sheets.

Within the first 6 weeks of starting Reception, and once a child has settled into school, staff will administer the Reception Baseline Assessment (RBA). The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 can be created.

At the end of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development 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.

Assessments are moderated with other academies within Elevate, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Working with Parents and Carers

Aspin Park Academy recognises that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through regular updates on Tapestry. The EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Termly, conversations will take place between teachers and parents. A written report will be provided each term to share children's targets, progress and details about their successes and next steps. The report will be followed by a meeting where teachers and parents will agree how they will work together to support the child.

Aspin Park Academy has an open-door policy to encourage honest, positive and supportive dialogue between staff and parents. Parent partnerships will be strong as a result of the commitment of the school staff to engage with parents through face-to-face greetings at the start and at the end of the school day.

Safeguarding and Welfare Procedures

Our safeguarding procedures are outlined in the Child Protection and Safeguarding policy.

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

As outlined in the EYFS Statutory Framework, Schools are not required to have separate policies to cover 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	Child Protection and Safeguarding Policy
Procedure for responding to illness and administering medicines	Supporting Children with Medical Needs and Administering Medicines Policy
Emergency evacuation procedure	Health and Safety Policy

Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Missing Children and Late Collection Policy
Procedure for dealing with concerns and complaints	Complaints Policy