

## EYFS Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy

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### Revision History:

Version	Date	Author	Summary of Changes:
0.1	Feb 2015	VR	
0.2	Sep 2016	VR	To reflect change to Academy Status
0.3	Nov 2017	VR	Addition of Point 10. Safeguarding
0.4	Nov 2018	VR	Updated to reflect Trust name change
0.5	Nov 2019	VR	Updated to reflect school name change
0.6	Nov 2020	VR	Policy review due – no changes needed
0.7	Oct 2021	RP	Policy review due – Covid and curriculum changes

North Mead Primary Academy  
**Early Years Foundation Stage Policy**

## **1 Introduction**

**1.1** The EYFS applies to children from birth to the end of the reception year. At North Mead Primary Academy we offer part-time Nursery places (morning only), for children who turned three prior to 31<sup>st</sup> August before starting school in September. All children in Reception classes will join us in the September following their fourth birthday. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Early Years Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of children by the end of the EYFS.

**1.2** Here at North Mead Primary Academy, the early years education we offer our children, is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors
- It provides an environment which will stimulate, motivate and challenge children to become independent learners

## **2 Aims of the Early Years Foundation Stage**

**2.1** The Early Years Foundation Stage framework underpins all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their learning
- Social skills
- Attention skills and persistence
- Language and communication
- Reading and writing
- Mathematics
- Understanding of the world
- Physical development
- Creative development

### **3 Teaching and learning styles**

**3.1** Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the Early Years Foundation Stage just as much as they do to the teaching in Key Stage 1 and 2 (see teaching and learning policy).

**3.2** The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement
- The understanding that teachers have of how children develop and learn, and how this affects their teaching
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- The carefully planned curriculum that helps children achieve the Early Learning Goals (ELG) by the end of the EYFS
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- The identification of the progress and future learning needs of children through observations, which are regularly shared with parents
- The good relationships between our school and the settings that our children experience prior to joining our school including home visits
- The clear aims for our work, and the regular monitoring to evaluate and improve what we do
- The regular identification of training needs of all adults working within the EYFS

### **4 Play in the Early Years Foundation Stage**

**4.1** At North Mead Primary Academy, our children explore and develop learning experiences through play, which helps them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as 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.

### **5 Inclusion in the Early Years Foundation Stage**

**5.1** In our school 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 planning for their learning.

**5.2** At North Mead Primary Academy we set realistic and challenging expectations that meet the needs of our children, so that children are able to reach their full potential in achieving the expected levels within the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

**5.3** We meet the needs of all our children through:

- 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 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
- Using resources which reflect diversity and are free from 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 taking action to provide support as necessary

## **6 The Early Years Foundation Stage curriculum**

**6.1** The curriculum for the Foundation Stage in our school reflects the areas of learning identified in the EYFS curriculum guidance. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

## **7 Assessment**

**7.1** We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Early Years Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate.

**7.2** A baseline assessment is made of each child within their first 10-15 days at North Mead Primary Academy. This information is gathered through observation, reports from preschool providers and parents. The information is entered on a grid according to the child's "age and stage" on Development Matters and used to identify patterns of attainment within the cohort of children and to inform the teaching programme for individual children and groups of children. At the end of the first half term, the children's progress is entered on Target Tracker, as Early Years Foundation Stage Profiles.

**7.3** The teacher continues to add information about each child's level of development achieved to Target Tracker throughout the year. This is done through continuous and incidental observations and formative assessments. The child's attainment level on EYFS Profile is recorded on Target Tracker and the results are sent to the LA at the end of the year. The child's next teacher uses this information to make plans for the year ahead. We share this information with parents at the end of the academic year.

**7.4** Each child has an online Learning Journey on an app called Tapestry, in which their development is recorded. All staff are involved in making observations and adding to the Learning Journey. This evidence is shared with parents at each parents' evening meetings, and also at other times during the year.

**7.5** Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

## **8 The role of parents**

**8.1** At North Mead Primary Academy, we believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school
- The children having the opportunity to spend time with their teacher before starting school at a classroom visit with their parents
- inviting all parents to an induction meeting during the term before their child starts school
- Parent/teacher meetings during the first half term that they're with us
- Offering parents regular opportunities to talk about their child's progress in our Nursery and reception classes
- Encouraging parents to talk to the child's teacher if there are any concerns. There is usually a formal meeting for parents in the autumn and spring term of the reception year in which the teacher and the parent discuss the child's progress in private with the teacher. However due to COVID, instead the teachers will be sending out a short-written report regarding their child's progress via dojo. Parents will receive a report on their child's attainment and progress at the end of each school year;
- We encourage parents to stay if there are problems with the child's admission
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents
- Providing opportunities for parents to contribute to their child's Learning Journey

## **9 Resources**

**9.1** We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## **10 Safeguarding**

**10.1** We ensure children learn in a safe, caring and enriching environment. Children are taught how to keep themselves safe, to develop positive and healthy relationships, and how to avoid situations where they may be at risk including be being exploited.