

# Early Years Foundation Stage Policy (EYFS)



Date approved:	November 2024
Approved by:	Directors/CEO/CEA
Date adopted by the MAT (i.e. effective date):	November 2024
This policy is scheduled for review on:	Annually/Every 3 years or on updates

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## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to Early Years Foundation Stage (EYFS).

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection, Safer Recruitment, and ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise, parents and carers.

This Policy provides information which underpins our Staff Code of Conduct, and Disciplinary Policy and Procedures. Copies of these policies and procedures can be accessed via our website or the **All MAT Staff** area on Teams.

## Aims and Principles

### Our Aims:

Through our EYFS practice, we aim to:

- Provide a secure, safe and happy learning environment
- Provide a secure foundation for learning and childhood development
- Have provision that provides a high level of engagement
- Plan learning and development opportunities which are planned around the needs and interest of each individual child
- Incorporate the key characteristics of effective learning: playing and exploring, active learning and creating and thinking critically
- Create a strong partnership between school and home
- Provide all children with equality of opportunity
- Promote teaching and learning that ensures 'Year 1 readiness'

### Principles:

The principles that underpin our EYFS approach at East Park Academy are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which there is a strong partnership between practitioners and parents
- Children learn and develop in different ways and at different rates

## Our EYFS Structure

At East Park Academy our EYFS consists of a 90 place Reception and a 40-place morning Nursery and a 40-place afternoon Nursery. In January 2019 we launched our 30-hour provision through the setting up of Little Parkers. Nursery work on a 1:10 ratio and Reception have class teachers with support staff.

## Our EYFS Pedagogy

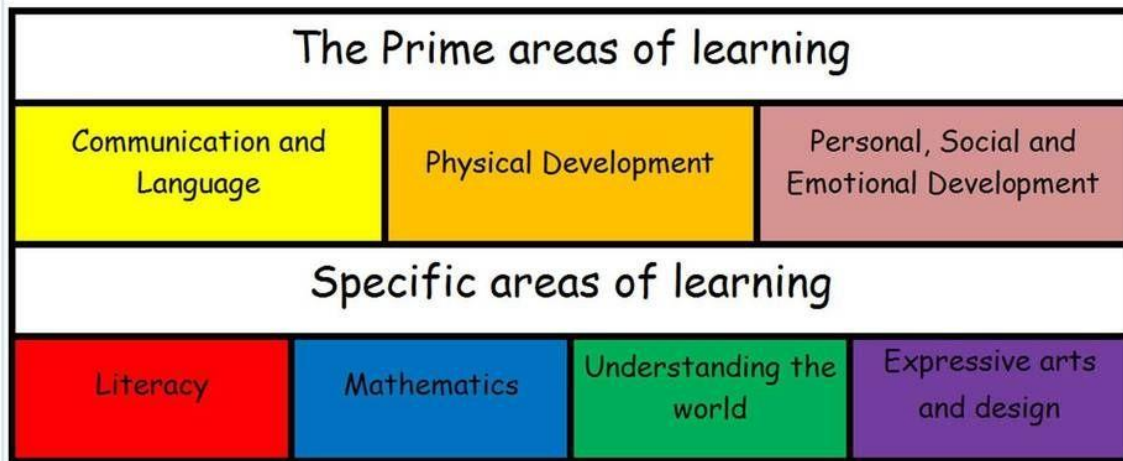
At East Park the children are at the heart of everything we do. In Reception our timetable consists of elements of daily direct teaching of basic skills including Phonics, English and Maths, alongside Topic based learning and extended sessions of continuous provision. Nursery children will explore these Areas of Learning across their week at school. We believe in the importance of children following their own interests and leading their own learning through accessing our enabling indoor and outdoor environment. Our highly skilled adults, both teachers and support staff, observe and identify teachable moments that can take place as children access our high quality provision. By finding the balance between adult led and child initiated learning we ensure children are able to learn new skills as well as consolidate learning through play.

## Little Parkers

Little Parkers runs alongside our Nursery provision with a learning environment that includes an investigation area, small world area and numerous opportunities to develop fine motor skills. A variety of themes are planned for each half term so that children can join in with a range of exciting adult-led learning opportunities. Themes we have included previously included Black History, healthy eating, Chinese New Year and exploring emotions using the book 'The Colour Monster.' Children also have the opportunity to follow their own interests and to lead their own learning through accessing our high-quality provision.

## Our Curriculum

Our Little Parkers, Nursery and Reception setting follow the curriculum as outlined in the 2023 statutory framework of the EYFS. This framework includes 7 areas of learning and development that are equally important and all inter-connected:



Using the statutory framework, and the non-statutory ‘Development Matters’, we have created our own curriculum and assessments in order to support our teachers in making summative judgements and identifying next steps for our children. By following our curriculum design and assessment framework, staff are able to deepen, challenge and extend children’s learning. Our EYFS teachers plan weekly direct teaching of Phonics, English, Maths and Topic. Children will also spend time in our outdoor learning areas. Early Years staff carefully plan our provision in order to enhance, provoke and revisit learning. Experiences are planned to enable children to develop and learn effectively and take into account the individual needs, interests and developmental stage of each child.

## Our Learning Environment

Our Little Parkers, Nursery and Reception classrooms include a variety of learning provisions including; role play, sand and water play, a reading area, construction area and a small world area. Resources are always available to the children and are organised so that children can access them independently throughout each day. Children have the choice of where they choose to learn or may be guided to areas that will support their learning. Nursery and Reception share an outdoor area with a range of resources. Our three Reception classes also share a focused teaching corridor that is used for small group direct teaching.

## Role of the Adult

Our Reception, Nursery and Little Parkers teams consist of experienced teachers and support staff who are skilled in Early Years teaching. Our aim is that it is hard to distinguish between teacher and support staff in our setting with everyone working towards the same goal: that every child achieves their full potential through learning through play. During continuous provision all of our adults, both teachers and teaching assistants will be observing, interacting, assessing children and finding opportunities to ‘teach in the moment’ by:

- Communicating and modelling language
- Showing
- Explaining
- Demonstrating
- Exploring ideas
- Encouraging
- Questioning
- Recalling
- Providing a narrative
- Facilitating and setting challenges
- Using sustained shared thinking

All adults also lead ‘Direct teaching’ sessions in Phonics, English, Maths and Topic.

## Assessment and Recording

At East Park Academy ongoing assessment is an integral part of the learning and development processes. Our staff observe pupils and track learning through children’s workbooks, floor book journals and online assessments. Both teachers and support staff contribute to these on a regular basis. At East Park we use ‘Insights’ to record our baseline data and subsequent summative data at the end of each term. Internal moderation takes place termly and external moderation with our partner MAT schools takes place regularly during network meetings and whole school moderation events. Target pupils are identified following each summative assessment data point and interventions are planned accordingly.

At the end of Reception, 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’)

If a child achieves the Early Learning Goal in all the strands included within Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics they will achieve a Good Level of Development (GLD). EYFS Profile results are reported to Wolverhampton Local Authority.

## The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2. Further details will be shared with parents as children join Reception.

## Parental Involvement

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Each child is assigned a key worker who helps to ensure that their learning and care is tailored to meet their needs. Parents and/or carers are kept up to date with their child's progress and development through termly parents evenings. Parents are sent updates regarding class learning via our online tool 'Evidence Me,' where parents are also invited to upload learning or 'wow' moments from home.

## Transition

Prior to the Autumn term starting, children in Nursery are invited to stay and play sessions with their parent/carer. Any new starters joining us in Reception will attend a transition day and have a staggered entry into Reception in September. We contact and meet with any previous settings to ensure we can support any children transitioning to East Park. At the end of the Reception year, practitioners liaise closely with our Year 1 staff to ensure a smooth transition through accurate sharing of pupil information and an adaptation to the Year 1 timetable at the start of the academic year.

## Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's stage of development, they may need some support, for example, dressing, verbal encouragement to wipe their bottom after toileting and changing underwear following an accident. In most cases intimate care is to do with personal hygiene. Every child has the right to privacy, dignity and a professional approach from all staff when



meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. It is our aim that all children should be independent and we consider our role to be one of supporting and encouraging rather than doing.

## Statutory Policies and Procedures

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 identify 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

