

# Edlington Victoria Academy

## EYFS Policy

<b>Author/Owner</b>	R Day
<b>Version Number</b>	V4
<b>Date Approved/Reviewed</b>	Feb 26
<b>Date of Next Review</b>	Feb 28
<b>Approved By</b>	
<b>Policy Category</b> (Please indicate in bold)	1 - Academy to implement without amendment 2 – Academy specific appendices 3 – Academy personalisation required (highlighted)

## Summary of Changes from Previous Version

<i>Version</i>	<i>Revision Date</i>	<i>Revised by</i>	<i>Section Revised</i>
2	January 2024	L Bevens	Policy updated by curriculum lead, new branding applied
3	January 2025	L Bevens	
4	February 2026	R Day	<p>New Branding updated terminology to reflect current statutory wording, including Statutory Framework for the Early Years Foundation Stage - section updated.</p> <p>Curriculum section updated to reflect current EYFS expectations</p> <p>EYFS classroom environment section updated</p> <p>Assessment section updated</p> <p>Parents as Partners section updated</p> <p>Admissions and induction procedures updated</p> <p>Equal Opportunities and Inclusion updated to reflect current terminology.</p> <p>Safeguarding section updated to reflect recent policy changes.</p>

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## Statutory Framework for the Early Years Foundation Stage

*'Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the Early Years and a child's experiences between birth and 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.

## Introduction:

Early childhood is the foundation on which children build the rest of their lives. It is not just a **preparation** for the next stage but is vitally important in itself. For young children there is no distinction between work and play.

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the foundation stage, many of these aspects of learning are brought together effectively through playing and talking.

## Aims and objectives

The purpose of this policy is to describe our EYFS curriculum and to show how Edlington Victoria Academy strives to give every child the best possible start to their school-life.

We believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare learning and development needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued.
- Fostering and nurturing children's self-confidence and children's self-esteem through developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect, and appreciation for others, including those with beliefs, cultures and opinions which differ from their own.
- Understanding the importance of play in children's learning and development.

- Providing learning experiences in play which reflect children’s personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement, and motivation to learn.
- Providing experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

## Statutory Framework for the Early Years Foundation Stage

Teaching in the EYFS is delivered in accordance with the government’s statutory document ‘The Statutory Framework for the Early Years Foundation Stage’. This framework sets out a principled approach to Early Years education, bringing together children’s welfare, learning and development requirements through four overarching principles: ‘A Unique Child’, ‘Positive Relationships’, ‘Enabling Environments’ and ‘Learning and Development.’

The curriculum is centered on 3 prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Providers must also support activities through four specific areas which strengthen and apply the prime areas.

These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These Areas of Learning and Development address children’s physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures the delivery of a holistic, child-centered curriculum which allows children to make lots of links between what they are learning. All areas of Learning and Development are given equal weighting and value.

## Active Learning through Play

We organise the day to provide a balance between the following:

- Child initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.
- Adult Initiated Activities - practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities - Children engage in planned activities to meet specific learning outcomes.

At Edlington Victoria Academy we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and

involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process and supports them across all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. In providing these active learning opportunities through play, we understand the central position of play within the EYFS framework.

## The Curriculum

Planning is informed using the statutory Framework for the Early Years Foundation Stage and the Development Matters non-statutory guidance materials. A text-led approach is used across topics to include all 7 areas of learning and the characteristics of effective learning.

A two-year cycle of topics is followed to ensure continuity, progression and full coverage of the curriculum, supporting children to achieve the Early Learning Goals as assessed through the Early Years Foundation Stage Profile and beyond.

Planning is broken down into:

Longer Term Planning:

- Medium Term topic-based approach planning covering all areas of the EYFS.
- Long term White Rose maths planning to ensure a structured, developmental approach towards mastery with a strong focus on application and reasoning.
- Longer term phonics planning, progressing from Phase 1 activities into individual letter sounds, CVC words & captions and high-frequency words.

Short Term Planning:

- Daily planning of Maths and Phonics.
- Weekly Literacy planning covering elements of shared reading which is underpinned by high-quality first-hand opportunities to develop speaking & listening skills.
- Regular PD sessions to develop motor skills for writing – Squiggle While You Wiggle, Dough Disco & Handwriting.
- To support the delivery of PSHE, 'Jigsaw' is used. Jigsaw is a scheme of work aimed at preparing children for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.
- Weekly RE sessions are taught using Jigsaw RE, supporting children's understanding of beliefs, values and the world around them
- Weekly music sessions are delivered to support children's creativity, expression and listening skills, as well as developing their understanding of beat, rhythm and other early musical skills.
- Intervention planning for targeted individual children and/or small group focus work.

## The EYFS classroom environment

The foundation stage classrooms across Nursery (FS1) and Reception (FS2) have been organised in such a way that they provide a multi-sensory approach to learning. They have a wide range of

Continuous Provision areas set out in an exciting way to enable children to be independent active learners. The classroom arrangements are flexible and are designed to be safe and accessible to all children.

Resources have been chosen to be stimulating, link to texts and topic themes and meet the needs of all children in Foundation. They are all well maintained and clearly labelled to develop independence in our children.

Staff carry out gaps and strengths analysis at regular intervals throughout the year using summative assessment data. In addition, ongoing formative assessment, such as observations and interactions, is used to identify individual next steps and adapt provision to meet the needs of all children.

As the year progresses, the development and progression of resources that are on offer to the children in provision areas are targeted around the children's development in line with EYFS. In FS1, the children have access to Continuous Provision, with regular enhancements added throughout each term that link to the text and topic of focus, they also are linked to the children's interests. In FS2, during the Autumn term many of the resources that are on offer to the children are aimed at developing skills matching the appropriate stage of the curriculum, whereas by Summer term many of the resources are aimed to provide opportunities for children to demonstrate their skills towards achieving the Early Learning Goals. The children are able to make choices about the materials and equipment they use in any area.

## Assessment

On entry to the Foundation Stage, children are assessed using a range of approaches, with a primary focus on observational assessment. Practitioners use ongoing observations and interactions to identify children's stage of development across the seven areas of learning within the EYFS, as well as their Characteristics of Effective Learning.

This is used to provide practitioners with information that:

- Informs planning for learning.
- Informs planning and development of the learning environment to meet the needs of the children.
- Sets targets for individual children's learning.
- Aids identification of special needs and inclusion priorities.
- Informs parents as to their child's progress and development needs.

In the Foundation Stage, all teaching and support staff are actively involved in the assessment process. A range of approaches are used to support ongoing assessment, including regular observations of children during activities and discussions with children during review times. In addition, practitioners use planned opportunities to assess learning in relation to the areas of learning and children's next steps.

The information gathered is recorded systematically to track children's progress and attainment, and to inform next steps in learning. Progress is monitored using the school-based tracking system, Arbor, and is updated regularly throughout the year. The Early Years Foundation Stage Profile is completed at the end of the Reception year.

Children's progress is shared with the child and parents informally when appropriate and formally at Parent's evenings and through written annual reports to parents. Tapestry Online Learning Journeys are used across EYFS and all children have their own Tapestry profile to which observations will be added. Parents will have full access to their child's Learning Journey and will regularly be able to comment on their child's learning, while also adding observations from home. We will actively encourage parents to contribute to their child's learning journey and staff will link evidence uploaded from home to the EYFS areas of learning.

## Parents as Partners

At Edlington Victoria Academy we recognise the importance of establishing positive relationships with parents, as highlighted by the 'Statutory Framework for the Early Years Foundation Stage'. Effective partnerships between school and home have a positive impact on children's learning and development. Practitioners therefore endeavour to encourage the regular sharing of information about children with parents.

We value the role of parents as children's primary educators. Parents are encouraged to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes and dislikes). Initially, this is gathered through the 'All About Me' induction document.

This supports practitioners in planning interesting and stimulating learning experiences that respond to children's needs and interests. Parents are also encouraged to share updates throughout the year to keep Early Years staff informed of their child's changing interests and experiences outside of school.

In addition, parents are invited to share observations of their children's achievements at home, for example through written or photographic evidence, which can then be shared with the class and incorporated into learning. Parents are kept informed of what is happening in the setting through regular Tapestry posts, letters, newsletters, parent notice displays, curriculum outlines, informal discussions at the beginning and end of the day, formal meetings and the school website.

Suggestions for how parents can support learning at home, consolidating and building on what has been covered in the setting, are provided through information sharing meetings, workshops, weekly learning overviews, newsletters and the school website. Parents are invited to attend parents' evenings throughout the academic year. The first takes place during the Autumn term, where parents find out more about the EYFS curriculum, how it is delivered and what learning looks like in practice. The second takes place during the Spring term, where practitioners provide feedback on children's learning and development and discuss next steps in learning.

Other opportunities for practitioners to share children's learning, development and well-being with parents include opportunities for parents to come into school and look at their child's Learning and the end of year reports where the children's achievements are recognised.

Parents are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and become a volunteer in the school. Parents may be invited into the setting on other occasions such as for assemblies or 'Stay and Play' sessions. The setting has a friendly, open-door ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

## Admissions and Induction

Places in the Foundation Stage Unit are offered in accordance with the Local Authority admissions policy.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, FS1 children join following their third birthday and attend part-time provision of 15 funded hours per week. FS2 children join in the school year in which they turn five and attend school full-time

In the summer term all of the prospective Nursery and Reception parents are invited into school on separate evenings to meet the setting practitioners. At this meeting information regarding the induction process, uniform, lunches and preparing your child for attendance at Edlington Victoria Academy is shared. There is also time for informal chats and parent questions. Information packs will be distributed to parents at this meeting, detailing school routines, forms to be completed and expectations. At the Nursery Induction meeting parents are given a date for a home visit in September, this is where the parents get to have a one-to-one talk with the child's practitioners to share information about their child.

Before they start FS2 in September, all children are offered an opportunity to come and take part in transition sessions in the summer term. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment. Parents receive the 'All About Me' document to complete with information about their child ready for their next meeting in September. Parents and children are also invited to attend a school lunch together in the dining hall. Practitioners aim to visit as many children as possible in their current pre-school settings. The purpose of these visits is to support practitioners in developing their knowledge and understanding of each child, helping to ensure a smooth transition into Edlington Victoria Academy.

Where appropriate, staff work closely with the SENDCo to provide additional transition support for pupils who may require it. This may include sharing information with previous settings, liaising with external professionals, and planning tailored transition arrangements to meet individual needs.

Children who are due to start FS1 in September are all invited to attend a set of 'Stay and Play' sessions with their parents in small groups in the Summer Term. During these sessions, parents get to spend time with an EYFS practitioner to talk about their child's achievements and developments to date.

From September, both Nursery and Reception have a settling in period where the children attend the setting for a reduced number of hours. Every effort is made to make children feel safe, secure and happy as they start their school journey with us.

During the summer term FS1 staff work even more closely with the FS2 staff to ensure smooth transitions. The children will spend transition time in the FS2 classrooms - during this time they have snack time, cross curricular lessons, dinner time and stories to support this induction.

During the summer term FS2 staff members work closely with the Year 1 teachers to ensure smooth transitions. The children spend transition time in Year 1 - during this time they have communal playtimes, lessons, dinner time and stories to support this induction.

## Equal Opportunities

The Foundation Stage is taught in accordance with the school's teaching and learning policy. In line with national and Local Authority guidance, we ensure that all children have equal opportunities to engage in activities and learning regardless of race, social circumstances, religion or belief, culture, sex, gender, ability or special educational needs and disabilities.

Children are encouraged to develop a positive attitude towards people from a range of ethnic groups, cultures, religions, genders and abilities, promoting respect and inclusion.

## Citizenship/Inclusion

Equality of opportunity is a fundamental right that must be given to all children regardless of race, culture, sex, gender or special educational needs. All children will have the same opportunity to follow the Foundation Stage Curriculum, with each child learning at the pace and level that is appropriate to them.

## Safeguarding and Risk Assessment

Our safeguarding and welfare procedures are outlined in our whole school safeguarding policy. Our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus.

All staff including our volunteers and supply staff must ensure that they are aware of our procedures, and attend regular safeguarding training sessions. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Staff fully understand and adhere to a routine of checks to ensure that the Foundation Stage classrooms and the outdoor area are a safe learning environment, and equipment and resources are continuously monitored to ensure safety. In line with EYFS statutory requirements, at least one member of staff with a current paediatric first aid (PFA) qualification is present at all times, ensuring that children receive immediate and appropriate care in the event of an emergency.

We ensure that Fundamental British Values are embedded within our everyday practice within Foundation Stage.

Staff in the EYFS carry out daily risk assessment checks of the learning environment both indoors and outdoors to ensure the areas are safe and to minimise any preventable risk of harm.