



Early Years Foundation Stage (EYFS) Policy

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“Tell me and I forget. Show me and I remember. Involve me and I understand.”

1. Legislation

This policy is based on the requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

2. Aims

- Provide a happy, safe, stimulating and challenging programme of learning and development for children to experience as they begin their journey through school. · Provide a broad, balanced and creative curriculum.
- Develop independence, self-regulation and resilience in all our children. · Value what each child can do, assess their individual needs and help each child to progress.
- Develop strong relationships with parents and carers which will enable them to best support their child

3. The Early Years Foundation Stage is based upon four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

4. A Unique Child

- In our trust we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We give children every opportunity to achieve their best and set realistic but challenging expectations for all our children.
- Through planning, we meet the needs of all children including those with special educational needs, children who are more able, children with disabilities and children from all social and cultural backgrounds.

5. Positive Relationships

- In our trust we recognise that parents are children’s first and most enduring educators and understand that effective partnerships between school and home will have a positive impact on children’s learning and development.
- We recognise that children learn to be strong, confident, and independent individuals when they have secure relationships. We aim to develop caring, respectful, professional relationships with all our children and their families.

6. Enabling Environment

- In our trust we recognise that our environments play a key role in supporting and extending children's development. The children have daily access to an indoor and outdoor learning environment which is organised to allow children to explore and learn securely and safely.
- Our environments reflect children's interests as well as the key skills and knowledge they need to achieve as individuals.

7. Learning and Development

- There are seven areas of learning and development that shape the educational provision we provide in the early years. All areas of learning are important and inter connected. Three areas are particularly important for igniting children's curiosity and enthusiasm and for building the capacity to learn, form relationships and thrive. The three Prime areas are:
 - Personal, Social and Emotional Development
 - Physical Development
 - Language and CommunicationStaff also support children in four specific areas, through which the three prime areas are strengthened and applied.
Specific areas
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design.
- In our trust we ensure that there is a balance of adult led and child initiated activities across the day.

8. Characteristics of Effective Learning

- We ensure that our environments and delivery of the curriculum incorporates the three characteristics of effective learning. These characteristics are important in noting the development of children's attitude to learning, their ability to play and explore and their critical thinking skills when exploring the world around them. The three characteristics are:
 - Playing and Exploring – having the opportunity to investigate and experience things and “have a go”.
 - Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
 - Creating and Thinking Critically – children develop their own ideas and make links between ideas and develop strategies for doing things.

9. Planning

- Planning objectives are taken from the Early Years Foundation Stage document. Planning takes account of children's interests as well as discrete literacy and maths planning and a thematic curriculum. Activities are planned for both the indoor and outdoor classrooms.

10. Teaching

- We ensure there is a balance of adult led and child initiated learning throughout the day. When learning in the environment the adult's role is to model, question, comment, play partner and facilitate the learning which is taking place. As children move through nursery into reception they will undertake more adult led activities to ensure that they are ready to enter Year 1.

11. Observations

- Staff observe children in areas of provision to inform their planning. All staff are skilled at observing children to identify their achievements, interests and next steps for learning.

12. Assessment

- Assessment is an essential part of the learning and development of children in the EYFS. Children are baselined on entering nursery and reception. Baseline assessment is based on practitioners documenting play and learning which takes place in the learning environment as well as adult-led activities.
- Children are formatively assessed on a regular basis to ensure that children's individual learning needs are met.
- Summative assessment takes place at key points within the school year. This information is used to track and monitor the progress of all children.
 - At the end of their reception year children's progress is recorded on the EYFS profile.

13. Safeguarding and Welfare

- Within our trust we understand that we are legally required to comply with certain safe guarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.
- It is important that all children in school are safe and secure. We aim to educate children on boundaries, rules and limits and to help them understand how important they are.
- Practitioners support children in gaining independence and life skills; they are allowed to take risks but are taught how to recognise and avoid hazards.

14. 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 for themselves. Depending on a child's age and stage of development they may need support with, for example, wiping their bottom, using the toilet, dressing and undressing etc.
- We encourage all children to start school without nappies but will support any child struggling with this.
- Staff ensure they communicate soiling or toileting issues to parents · Every child has the right to privacy, dignity and a professional approach from all staff. Staff work in partnership with parents to give the right support to individual children.

15. Health

- All children receive free fruit and milk from a Government school. ·
- All children have access to drinking water.
- Reception children are entitled to a free school meal.

16. Monitoring

This policy will be reviewed regularly and approved by the Local Governing Body.