



Early Years Foundation Stage (EYFS) Policy

Policy	Early Years Foundation Stage
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**This policy is reviewed annually*

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KEY DEFINITIONS USED IN THIS POLICY:

The Trust

LIFE Education Trust

The Board/Directors/Trust Board

The Board of Directors of LIFE Education Trust

School/Trust school An Academy or school within LIFE Education Trust Staff All staff employed by LIFE Education Trust and

working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

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
- a close working partnership between staff and parents and/or carers
- every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation:

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

Structure of the EYFS:

Within LIFE Education Trust, the EYFS curriculum is delivered in the Reception classes of our primary schools. We believe:

- primary schools are places where everyone is treated equally, encouraged and respected
- all children should be able to achieve their full potential academically, socially and emotionally
- our schools will be safe and inclusive places where learning is nurtured and encouraged in a happy, caring and fun environment
- our schools will be happy places where good behaviour is expected and all children enjoy their educational journey

Four guiding principles shape practice in LIFE Education Trust early years settings. These 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

Curriculum:

Our early years' classes follow the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

This framework includes seven areas of learning and development that are equally important and interconnected; however, three 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. These are known as the **prime areas**, which are:

- Communication and language

- Physical development
- Personal, social and emotional development

These prime areas are strengthened and applied through four **specific areas**:

- Literacy
 - Mathematics
 - Understanding the world
 - Expressive arts and design

Staff plan activities and experiences for children that enable children to develop and learn effectively focusing strongly on the three 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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, staff reflect on the different ways that children learn and include these in their practice, which utilises cross curricular teaching and learning and encourages children to make links and practise skills in a relevant and interesting way. Children are also involved in the decision making about their learning.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment:

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child starts reception, staff will administer the Reception Baseline Assessment (RBA) and at the end of the year staff complete the EYFS profile for each child, where pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile reflects ongoing observations, and discussions with parents and/or carers and the results are shared with parents and/or carers for their child.

Working with parents:

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. For this reason, parents and/or carers are kept up to date with their child's progress and development with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a shared key person who helps to ensure that their learning and care is tailored to meet their needs and to support parents and/or carers in guiding their child's development at home.

