

Early Years Foundation Stage (EYFS) Policy



Pegasus Primary School
SUMMIT LEARNING TRUST

Approved by: LGB

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Early Years Policy developed in association with Schools and Early Education Development Services Ltd. adapting a model from The Key Support Services Ltd.

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed to progress successfully through school and life
- Quality and consistency in teaching and learning so that every child makes strong gains in learning, and no child gets left behind
- A close working partnership between academy staff and parents and/or carers
- Every child is included and supported through equality of opportunity and antidiscriminatory practice

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Pegasus Primary School provides EYFS provision for Reception aged children. All children start within their year group in September. Reception's day starts at 8:30am and the children are collected at 3:10pm.

Within every EYFS class, a teacher and teaching assistant (key person) are assigned to the children to:

- *support learning and development throughout the time children spend in Reception*
- *help the children feel safe and secure*
- *recognise and develop the unique qualities of the children*
- *build positive relationships with the children and their families*

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- *provide an enabling environment, which ensure challenge and curiosity while constantly nurturing every child's learning and development.* Promote children's independence and confidence

We recognise that play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and also by taking part in play which is guided by adults.

Practitioners will stimulate the children's interests and curiosities by, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children enter the Reception year, there is a focus on teaching the essential skills and knowledge in all areas of learning. This will help children to prepare for Year 1.

4. Our curriculum intent:

*Pegasus is a one form entry primary school that serves a diverse community. Our curriculum aims to immerse pupils in a rich and varied vocabulary that allows them to develop their language and communication skills through presentations, workshops and drama activities. Pegasus curriculum has been designed to provide children with a variety of engaging experiences in order to broaden their horizons and to raise their aspirations and one that celebrates the differences within our **diverse** school community.*

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime 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.

The **prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 **specific areas**:

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

We use the educational programmes to shape a challenging and ambitious curriculum, its content and delivery style. To supplement this and when designing activities, experiences and content delivered to the children, we utilise the non-statutory document – Development Matters 2021 [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/development-matters-2021.pdf)

The staff use ongoing assessment and professional knowledge to make informed decisions regarding what a child needs to learn and be able to do next. The staff will provide many opportunities to deepen a child's knowledge and understanding within their learning.

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Early language and communication is at the heart of the broad and balanced early years curriculum. We ensure sufficient time is given to developing children's spoken language, systematic synthetic phonics and teaching them to read and write. Early reading is a cornerstone of the curriculum to develop the children's vocabulary, language skills and comprehension skills. This curriculum has been designed to ensure it provides the necessary foundations for the rest of their learning within school.

The school will deliver an overarching project for each half term, this provides the central focus for learning and development throughout the 7 areas of learning. Stories, books and experiences will be identified which bring the project to life for every child.

To encourage a love of literature; the children will be introduced to an author of the term, which include Oliver Jeffers, Eric Carle, Julia Donaldson, etc... Daily story sessions will feature the author's stories and books and the children have access to these within the class reading area to access as they choose alongside the phonically decodable books which match their learning within phonics.

Curriculum Implementation-

Teaching within Pegasus Primary School's EYFS is a broad term that covers the many different ways in which teachers and teaching assistants help young children to learn. It includes:

- their interactions with children during planned and child-initiated play and activities
- communicating and modelling language
- showing, explaining, demonstrating, exploring ideas
- encouraging, questioning, recall
- providing a narrative for what they are doing
- facilitating and setting challenges
- taking into account the equipment that adults provide and the attention given to the physical and emotional environment, as well as the structure and routines of the day that establish expectations.

Integral to teaching and implementation of the curriculum is:

- how practitioners and educators assess what children know, understand and can do
- taking account of children's interests and dispositions to learn (characteristics of effective learning)
- using this information to plan children's next steps in learning and to monitor their progress.

The content of the EYFS curriculum is sequenced carefully so that the children are provided with the knowledge, skills and understanding required for the next stage of their education. Teachers and teaching assistant guide the children, and encourage the children to adopt and demonstrate positive attitudes and behaviours towards learning. The adults, support the three characteristics of effective teaching and learning.

- playing and exploring - children investigate and experience things, and they 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

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- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Curriculum planning

Teachers plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, the adults working with the youngest children are expected to focus strongly on the 3 prime areas.

Teachers 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, teachers and teaching assistants consider whether specialist support is required, linking with relevant services from other agencies, where appropriate while ensuring the curriculum provided meets their needs and is ambitious.

In planning and guiding children's activities, teachers and teaching assistants reflect on the different ways that children learn and include these in their practice.

We follow an overarching curriculum which allows a sequenced approach to learning. The activities and experiences build upon what the children know and can do and prepare them for future learning within the primary school.

For children whose home language is not English, we will provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Teachers and teaching assistants will ensure that children have sufficient opportunities to learn and reach a good standard of spoken and written English during their time within the EYFS, with the aim being that children are ready to benefit from the opportunities available to them when they begin Year 1.

When assessing communication, language and literacy skills, practitioners must assess children's skills. If a child does not have a strong grasp of English language, adults must explore the child's skills in their home language through conversation and discussion with parents. This will help the adults to establish whether there is cause for concern in relation to language delay.

5. Assessment

During the children's first weeks, teachers and teaching assistants will be building relationships, observing and interacting with the children in the Reception class. This will aid all adults in understanding the children's starting points, allowing them to tailor the curriculum to meet the children's needs, and ensuring teaching and learning offers challenge alongside consolidation of knowledge and skills.

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

As part of the academies synthetic systematic phonics programme, the academy will be teaching and assessing the children to ensure the class teacher has a clear understanding of the pupils' phonics progress and early literacy skills.

All of these assessments and judgements will be captured electronically on the Arbor System. The analysis of these results will be used to identify gaps within the children's knowledge and understanding and to identify areas of learning to target within the next term's curriculum and provision.

Throughout the Year, a class book will capture the group's learning within the ½ termly projects as an overview for subject leads, senior leadership and governors to see the children's opportunities within the specific areas of learning.

Each child within Reception will have a literacy, mathematics and an independent writing file across the year. Opportunities to record within these books will increase over the year. This recording will assist the assessment and moderation process in both literacy and numeracy. These recordings will also support evidence and assessments needed to make any SEND assessments. A floor book will collate observations and work across the wider curriculum and incidental maths observations in Reception. PSED observations will be made in a jigsaw journal.

Statutory Assessment

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA). This process will support the staff in their initial observations and building relationships with the children during the first weeks of full-time schooling.

At the **end of the EYFS**, 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')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

The profile is moderated internally and in partnership with other schools within Summit Learning Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Partnerships with parents and/or carers

We recognise that children learn and develop well when there is a strong partnership between teachers, teaching assistants and parents and/or carers.

Adults will ensure that there is a two-way sharing of information to support children's learning. Each child is assigned a key person who helps to ensure that children's learning and care is tailored to meet their needs. The key person also supports parents and/or carers

in guiding their child's development at home, and helping families to engage with more specialist support, if needed.

Parents and/or carers are kept up to date with their child's progress and development throughout the year. Parents will be invited to meet with the teacher during formal parents' meetings reflecting the process within Key stage 1 and 2. During the Summer term, every child will receive a written report from the school, sharing the child's achievements and identifying next steps for the child.

The EYFS profile will also provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of Reception.

Alongside this, parents will be asked to support the school with home learning through reading and opportunities to enhance learning beyond the classroom.

7. Safeguarding and welfare procedures

The positive relationships within the EYFS support the children in developing secure attachments to the staff supporting the children's wellbeing and gradual development of self-regulation skills. The regular routines and patterns of activity within the school day or session time help the children to know what to expect and nurtures their self-confidence.

Refer to the safeguarding policy for further information.

We meet the Chief Medical Officers guidelines [UK Chief Medical Officers' Physical Activity Guidelines \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/uk-cmo-guidelines-physical-activity-2019.pdf)

Reception children

Children and young people should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports. •

Children and young people should engage in a variety of types and intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength. • Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity

We recognise that good physical health and wellbeing is achieved in partnership with parents and carers. Children will have timetabled PE sessions within the hall and outdoors, to develop the children's motor skills within Gymnastics, games and dance. Reception children will also be provided with experiences to enhance their fine motor skills, hand eye co-ordination and balance to support the development of early literacy skills.

8. Monitoring arrangements

This policy will be reviewed and approved by the Principal and EYFS lead at least every 2 years or when necessary to reflect change within the EYFS statutory framework. At every review, the policy will be shared with the Local Governing Board.

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Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Please refer to the school's child protection and Safeguarding policy document.
Procedure for responding to illness	Please refer to the school's health and safety policy
Administering medicines policy	Please refer to the school's supporting pupils with medical conditions policy
Emergency evacuation procedure	Please refer to the school's health and safety policy
Procedure for checking the identity of visitors	Please refer to the school's child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Please refer to the school's child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Please refer to the school's complaints policy
Changing and incontinence procedures	Please refer to the school's Intimate Care Policy