



Early Years Foundation Stage (EYFS) Policy

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11. Teaching & Learning	SharePoint> Information Sharing> Policies & Guidance>11. Teaching & Learning

This policy has been developed using a template (31/03/2021) provided by **The Key**

and approved by **forbessolicitors.**

To keep things simple we use the term '**school**'* as standard to mean the educational establishment that is adopting this policy.

Similarly, we use '**governing board**' and '**governor**'* to mean the accountable body for the school and the representatives on that body.

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1. Aims

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow’.

Early Years Foundation Stage Profile – DFE, 2012

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

2. 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](#).

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

3. Structure of the EYFS

At Woodlands Academy pupils are placed in classes which are appropriate to their communication and learning needs. Woodlands Academy admit pupils from the age of three beginning with a part-time placement during transition from home or another Early Years setting. Full-time placement starts in the child’s Reception Year.

A Key worker is allocated to all pupils in the early years. The Key Worker contributes to the pupil’s progress files as well as the teacher or instructor and specialist team of Teaching Assistants.

Staff work closely with parents/carers and outside agencies to provide the correct provision and support, ensuring parents’ views and wishes and the needs of the pupil are paramount to the process.

Children have access to specialist areas and equipment in school including Sensory Rooms; light and dark, Rebound Therapy, sensory cooking, swimming, and trips out in the Community.

4. Curriculum

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

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 believe in the balance between adult-led and child- initiated activity. We recognise that our children's development and progress will differ from those in a mainstream setting but we actively celebrate each step they achieve and use these achievements to plan their future development. Our EYFS children are taught in our semi-formal class alongside some KS1 children who have similar speech, language and communication needs. Continuous Provision is provided in certain areas of the classroom however due to the communication needs of the children it is important that specific adult led activities such as PECs, Intensive Interaction sessions are delivered throughout the day.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 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.

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

Structured activities provide the basis for development and learning of personal skills such as learning to sit with a group of peers, turn taking, sharing, and interacting with others. They also help develop the ability to concentrate and attend for longer periods over time, building connections and developing reasoning, problem solving and thinking skills. Through play, our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually.

We look at, and record the ways in which children are learning in order to make better judgements about their dominant learning style and to provide better insight and information to parents/carers and to teachers and staff.

Pupils in the Early Years classes are offered a wide range of resources and play experiences that offer challenge and invite exploration and investigation. Staff in the Early Years offer support and encouragement, using verbal and/or physical prompts when necessary, to allow pupils to gain confidence and knowledge as they encounter their learning journeys.

4.2 Teaching & Learning

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development." EYFS Practice Guidance.

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.

The Specific Areas of Learning:

- 'My World' – Geography / History/ RE/PSHE/Science/DT
- 'My Creativity'- Art/Music/Sensory cooking/Working with others
- 'My Communication'- English / SaLT /Fine motor & Gross motor/ Free play
- 'Myself & My Body'- Science/ PSHE/PE/Sensory cooking/ Fine motor & Gross motor/ Handwriting
- 'My Thinking & Problem Solving' – Maths/PSHE/Learning in the community/Social games
- 'My Play & Leisure' – Horse riding/Swimming/Learning in the Community/Structured Play/ Heuristic Play/ Free play

The Nursery and Reception children have access to outdoor space and the learning environment outside has been designed to form specific zones and is set up to support and extend children's learning in all areas of the curriculum.

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.

5. Assessment

Pupils are observed continually throughout all aspects of their daily routines and written or photographic records are kept of a child's attention, interactions, and engagements with things they encounter. Over time, these records show how a child is progressing through their individual targets and EYFS Profile statements, recording their growth in confidence and development of skills and abilities. These records are kept in Personal Learning Journey documents and assessment folders and can be seen by a parent/carer at any time on request. These are confidential documents and are not available to other parents/carers, but may be shared with other professional agencies involved with a child.

Children in EYFS are also assessed using Mapping Assessment Personal Progress (MAPP) which allows us to assess small steps of progress. Targets are taken from the child's EHCP milestone and broken down further to allow for meaningful achievable targets. Social Communication Emotional Regulation Transactional Support (SCERTS) is also used as it is across the school. SCERTS is an assessment approach which is a comprehensive, multi-disciplinary approach to enhancing communication and social emotional abilities of individuals with ASC and related disabilities. SCERTS also acknowledges that most learning during childhood takes place "...in the social context of daily activities and experiences" - therefore every day, natural routines are used. A Foundation Stage Profile is also completed for Government Education Data.

All pupils at The Woodlands Academy have an Educational Health Care Plan. Parents and any necessary agencies are invited to an Annual Review to review the child's plan and progress. An annual report is issued which reviews outcomes from the previous year and outlines SMART targets for the following year.

Parents' Evenings and Open Evenings are informal meetings in order for Parents, Carers, Teachers and other staff to meet and discuss the children's achievements and the next steps in their school journey. During these meetings parents / carers have the opportunity to look at their Child's Learning Journal and evidence of learning recorded on Tapestry.

At The Woodlands Academy, 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 is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

At Woodlands Academy we recognise the role of parents and carers as the primary educators of their children. We, therefore, make every effort to ensure we work alongside parents and carers and keep them informed throughout every stage of their child's education.

Information about each child's day is recorded on Dojo and sent home on a daily basis. Parents/carers may also record messages to staff to inform them of anything that they feel important to share with staff, e.g. the child hasn't slept well or eaten any breakfast.

Where a child is attending two settings in an Early Years environment, everything possible will be done to create a consistent approach to a child's care and individual targets.

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

Statutory policy or procedure for the EYFS	Where can it be found? SharePoint> Information Sharing> Policies & Guidance
Safeguarding policy and procedures	>09. Pastoral>Child Protection Policy
Procedures for responding to illness	>13. Health & Safety>07. Medical>01. Supporting Pupils with a Medical Condition (& Administration of Medication) Policy >13. Health & Safety>07. Medical>02. First Aid Policy >13. Health & Safety>07. Medical>03. Medical Emergency Procedures >13. Health & Safety>04. Risk Assessments>02. COVID -19 Risk Assessments>COVID secure arrangements
Administering medicines policy	>13. Health & Safety>07. Medical>01. Supporting Pupils with a Medical Condition (& Administration of Medication) Policy
Emergency evacuation procedure	>13. Health & Safety>05. Fire>00. Fire Evacuation Procedure >13. Health & Safety>10. Emergency Response Guide>2.06 LOCKDOWN-INVACUATION-EVACUATION-RUN, HIDE, TELL
Procedure for checking the identity of visitors	>09. Pastoral>Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	>09. Pastoral>Child Protection Policy
Procedure for dealing with concerns and complaints	>01. Management>Complaints Policy & Procedure