

# Chalfont Valley E-ACT Primary Academy Early Years Foundation Stage Policy

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## This policy was reviewed by E-ACT on/by:

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Department(s): Education

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Date: July 1<sup>st</sup> 2014

Date:

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Note: This document uses the most current Government information and guidance at the time of writing. It may change according to Government policy. Contact E-ACT Head Office with any questions.

# E-ACT

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## 1. Introduction

Note: This introduction is taken directly from the [Statutory Framework for the Early Years Foundation Stage \(DfE 2014\)](#) and sets the expectations for all schools and settings with regards to the EYFS.

The Academy's policy for EYFS is set in the context of this Statutory Framework.

1.1 Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age 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.

1.2 The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

1.3 The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;**
- **partnership working between practitioners and with parents and/or carers;**
- **equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.**

1.4 The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the *areas of learning and development* which must shape activities and experiences (*educational programmes*) for children in all early years settings;

- the *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- *assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).

1.5 The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.

## 2. Overarching principles

2.1 Four guiding principles should shape practice in 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## 3. The areas of learning and development

3.1 There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

3.2 The Academy will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

3.3 The curriculum will involve activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## 4. Provision

Note: the term “practitioners” is used generically to refer to teachers and a range of other professionals working with children in EYFS.

4.1 Practitioners consider 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 for each child in all of the areas of learning and development.

4.2 For children whose home language is not English, the Academy will take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Practitioners will ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

4.3 Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There is an ongoing judgement to be made about the balance between activities led by children, and activities led or guided by adults. Practitioners will 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, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

4.4 In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and “have a go”;
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## 5. Assessment

5.1 Ongoing, formative assessment is an integral part of the learning and development process. Practitioners will observe children to understand their level of achievement,

interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners will respond to their own day-to-day observations about children's progress, and observations that parents and carers share.

## 5.2 We ensure that we:

- Observe children as they act and interact in their play, everyday activities, child initiated activities and planned activities, and learning from and sharing with parents about what the child does at home;
- Consider the examples of development, observing what children can do, and identifying the stage on their developmental pathway;
- Consider ways to support the child to strengthen and deepen their current learning and development;
- Consider the individual needs, interests, and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

5.3 If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carers and agree how to support the child. Practitioners will consider whether a child may have a special educational need or disability which requires specialist support. Where relevant, links will be made to relevant services from other agencies and families helped to access these.

5.4 When assessing communication, language and literacy skills for children whose home language is not English, practitioners will assess children's skills in English. If a child does not have a strong grasp of English language, practitioners will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay

5.5 Practitioners will undertake assessment of attainment on entry to YR by matching evidence from observations of individual children against the criteria in the non-statutory guidance "Development Matters in the EYFS" within the first six weeks in the Academy. Information from this process is used to identify individual issues as well as provide an indication of how attainment of the cohort compares with age related expectations.

5.6 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child. Each child's level of development will be assessed against each of the 17 early learning goals, which indicate the level of progress children should be expected to have attained by the end of the

EYFS. Practitioners will determine whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The Profile reflects: ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

## 6. Safeguarding and welfare

6.1 This section sets out specific safeguarding and welfare arrangements for EYFS , in the context of the Academy's overall Safeguarding Policy.

6.2 Each child will be assigned a "key person" who will normally be the class teacher. The Academy will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending the Academy. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

6.3 Photographs of children engaged in a range of activities are an integral part of ongoing observation and assessment activities. When children enter EYFS, parents will be asked to sign a specific consent form. A mobile phone must not be used for taking these photographs, but the EYFS has a number of cameras which are specifically designated for this purpose.

6.4 Behaviour expectations in EYFS are covered by the Academy's Behaviour policy.

6.5 Outside areas will be assessed for risk and fire, in the same way as all other areas of the Academy (ref Health and Safety policy).

## 7. Policies which directly relate to this policy

- Inclusion: SEN, EAL GT
- Assessment
- Equal Opportunities
- Safeguarding Children



- Behaviour
- Health and Safety

Insert text

This policy was  ratified  reviewed (tick one) by the Local Governing Body on (date).

Insert text

Insert text

Signed, Chair of Governors

Date

Insert text

Print name