



THE EARLY YEARS FOUNDATION STAGE

Rationale

We believe this policy should be a working document that is fit for purpose, represents the school ethos and enables consistency and quality across the school.

We believe “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” (DfE)

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 (DfE)

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
- children develop and learn in different ways and at different rates.

For all children within the EYFS we have a duty to:

- shape activities and experiences (educational programmes) (**Learning and development**);
- help children work towards acquiring knowledge, skills and understanding (**Early learning goals**);
- provide **assessment arrangements for measuring progress**;
- **report** to families on their children's progress;

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- safeguard children and promote their welfare (**safeguarding and welfare arrangements**).

Legislation

This policy is related to the following legislation:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006

- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Statutory Framework for the Early Years Foundation Stage (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

Aims

- To give every child the best possible start in life and the support that enables them to fulfil their potential.
- To ensure children learn and develop well and are kept healthy and safe.
- To promote teaching and learning in order to ensure children's 'school readiness'.
- To give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

The EYFS Framework

The EYFS is made up of seven areas of **Learning and Development** which are all very important and interconnected.

The three prime areas of **communication and language, physical development, and personal, social and emotional development** are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. It is very important for children to develop the three prime areas first as they are most essential for a child's healthy development and future learning.

Also, as children grow the prime areas will help them to develop skills in the four specific areas of **literacy, mathematics, understanding the world** and **expressive arts and design**.

We firmly believe that all seven areas of learning and development must be delivered through planned, purposeful play, with a balance of adult led activities and child-initiated activities.

We want all our children to learn by playing and exploring, by being active and through creative and critical thinking. We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

We work hard to give every child the opportunity to achieve their best as we believe every child is a unique child who is constantly learning.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010. We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Responsibility for Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the leader of the Early Years Foundation Stage who:
 - provides leadership in the development and management of the teaching and learning of the EYFS;
 - has a teaching responsibility and undertakes other associated responsibilities.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly; responsibility for ensuring all policies are made available to families; ▪ the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Deputy Headteacher and the EYFS coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for celebrating the effort, success achievements of pupils and school personnel; ▪ responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and Deputy Headteacher

The Headteacher will:

- delegate implementation of the policy to the Deputy Headteacher responsible for Teaching and Learning
- Quality ensure the Deputy Headteacher's leadership of EYFS

The Deputy Headteacher will:

- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- organise effective training for the teaching staff so that they can meet the aims set out in this policy
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with students, school personnel, families and governors

Role of the EYFS Leader

The EYFS Leader will:

- work in partnership with families to promote the learning and development of all children, and will aim to ensure they are ready for school;
- ensure the seven areas of learning and development, which are all interconnected, will shape educational programmes:
 - ensure all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development;
 - ensure all teachers provide for those children whose home language is not English sufficient opportunities to learn and reach a good standard in English language during the EYFS;
 - ensure the level of progress of children should be expected to have attained by the end of the EYFS is defined by the early learning goals:
 - ensure assessment is on-going which recognises children's progress, understands their needs, and is used to plan activities and support;
 - ensure the EYFS Profile is undertaken and completed at the end of the key stage;
 - ensure the results of the EYFS Profile is sent to the local authority on request;
 - develop positive relationships with families;
 - ensure all school personnel and families are aware of and comply with this policy;
 - ensure good practice is shared;
 - work closely with the link governor;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by speaking with pupils, school personnel, families and governors;
 - celebrate the effort, success and achievements of pupils and school personnel;
 - annually report to the Governing Body on the success and development of this policy.

The Early Years Foundation Stage Leader will undertake the following responsibilities:

Leadership and Management

- To lead and manage the EYFS working in conjunction with the Deputy Headteacher

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- To undertake leadership and management responsibilities.
- To co-ordinate and be responsible for the organisation and management of the EYFS.
- To advise and work closely with the Deputy Headteacher and the nominated governor.
- To develop an EYFS development plan and to monitor its effectiveness.
- To ensure all EYFS policies are in place and regularly updated.
- To lead and develop an effective EYFS team.
- To provide and manage a stimulating EYFS environment.
- To monitor all planning in accordance with the EYFS and school policies.

Assessment and Data

- To ensure assessment procedures are in place for recording, reporting and tracking pupils' progress.
- To use pupil data effectively.
- To undertake thorough and accurate tracking of pupil progress.
- To present as a minimum termly pupil progress reports to the Deputy Headteacher.
- To set targets with the Deputy Headteacher and SLT.
- To ensure EYFS My Plans are completed and passed on.

Resources and Budget

- To make effective use of resources and budget allocation.

Transition

- To ensure smooth transitional arrangements between phases.

Families

- To develop and strengthen good relationships with families. ▪ To produce regular newsletter items for families.

EYFS Policy

- To lead the development of this policy throughout the school.

Working Relationship

- To work closely with the Deputy Headteacher and the nominated governor.

Support

- To provide guidance and support to all EYFS staff.
- To provide training for all staff on induction and when the need arises.
- To co-ordinate and oversee EYFS teaching staff and support staff.
- To coach, mentor and develop all EYFS teaching staff and support staff.
- To receive support from the Deputy Headteacher.
- To have management class release time in addition to PPA time.

Performance Management

- To undertake performance appraisals with teachers.

Professional and Staff Development

- To plan staff development opportunities for all EYFS staff.

Research

To make effective use of relevant research and information to improve this policy. ▪ To keep up to date with new developments and resources.

Health and Safety

▪ To undertake risk assessments when required.

Monitoring

▪ To monitor, evaluate and support the teaching and learning of the EYFS pupils. ▪ To review and monitor this policy.

Role of school personnel

School personnel will:

- comply with all aspects of this policy;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, families and governors;
- meet with families to discuss their child's progress;
- plan and deliver good to outstanding lessons;
- have high expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of families

Families will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part in periodic surveys conducted by the school;
- be encouraged to take an active role in the life of the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;

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- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of this policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- meetings with families such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to families and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Statutory Framework for the Early Years Foundation Stage
 - Teaching and Learning
 - Differentiation
 - Assessment
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that it policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the implementation and effectiveness of this policy

Date of Policy	Date of Approval by GB	Comments
1 July 2021	14.07.2021	Reviewed in light of new Sep 21 statutory framework

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Deputy Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Monitoring the effectiveness of the policy

Review of Procedure

This procedure shall be subject to periodic review and may be changed from time to time.

Management of policy

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

Document Control

Version	Date	Action
Version 1	July 2020	Creation of new document based on statutory guidance and content of other school policies.