

# Early Years Foundation Stage (EYFS) Policy

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Signed by:





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## 1.0 Core Values and how they link with this policy

# think differently

The Early Years Foundation Stage (EYFS) Policy has been written to help foster an environment that embraces and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. Employees at James Brindley Academy are expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.

James Brindley Academy is committed to the principles of **ethical leadership** in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the **UNICEF Charter**.

JBA Core Values	How this policy addresses these values
<b>THRIVE</b> – We create a positive environment where we thrive and succeed	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.
<b>HIGH ASPIRATIONS</b> – We have high aspirations for ourselves and others	At James Brindley Academy we recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.
<b>INCLUSION</b> – We are inclusive in all we do and celebrate our differences	We are committed to providing a wide range of exciting opportunities for all our pupils, regardless of their medical conditions.
<b>NURTURE</b> – We educate our young people and staff to nurture their emotional health and wellbeing	We support our children and young people to learning by providing an exciting learning environment from the bedside to our outdoor classroom. Supporting young people to access education.
<b>KEEP SAFE</b> – We ensure that keeping safe and the safety of others is paramount	We provide the training and resources so that our pupils with medical needs are safe within our setting.

## 2.0 Introduction

This policy aims to ensure:



- 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.

### 3.0 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.

### 4.0 Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children within the EYFS may join us within the hospital sectors for a short or prolonged period of time. If the pupil admitted on to the wards is registered to a nursery and has an EHCP or is in Reception we will teach them for the duration of their hospital stay.

The EYFS is based upon four principles:

- **A Unique Child**  
every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships**  
Children learn to be strong and independent through positive relationships
- **Enabling Environments**  
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.
- **Learning and Development**  
Children develop and learn at different rates. (See “the characteristics of effective teaching and learning” at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

The majority of our EYFS pupils are taught at the bed side. When the pupils are mobile, we encourage teaching within the classroom or hospital playrooms. Our BCH classroom has its own enclosed outdoor area. This has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in diverse ways and on different scales than when indoors. It allows the children to explore, use their senses and be physically active and exuberant. We plan and resource outdoor activities that help the children to develop in all 7 areas of learning.

At James Brindley Academy we recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise



and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at James Brindley Academy are treated regardless of race, religion, or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience, and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources which reflect diversity and are free from discrimination and stereotyping.
- monitoring children's progress and taking action to provide support, as necessary.

## 5.0 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 interconnected. 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



Through careful assessments and observations, including information provided by parents/carers and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion manager to access Special Educational Needs support.

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At James Brindley Academy we support children in using the three characteristics of effective teaching and learning. These 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.
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The planning within the EYFS follows the school's Long-Term Plan and Medium-Term Plans (MTP's), which are based around half termly themes.

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
All About Me	Light and Dark	People Who Help Us	Traditional Tales	Minibeasts	Holidays and Weather

These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on the lesson plans.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. At James Brindley Academy, each child's level of development is recorded against 17 assessment scales derived from the ELG's.

Within the final term of the EYFS, for all extended stay pupils (6 weeks +), we provide a written summary to parents/carers, reporting their progress against the ELG's and assessment scales. We give a reasonable opportunity for the parents/carers to discuss these judgements with the ward teacher.

### *Teaching and Learning Style*

The features of effective teaching and learning in the EYFS are:

- the partnership between staff and parents/carers, to ensure our children feel secure at school and develop a sense of well-being and achievement.
- the understanding that staff have of how children develop and learn, and how this affects their teaching.
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop play and talk or other means of communication.
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS.



- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- the identification of the progress and future learning needs of children through observations, which are shared with parents/carers.
- the good relationships between our school and the settings where the pupils are also on role.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

## 6.0 Assessment

At James Brindley Academy, our foundation stage pupils are in the hospital and home teaching sectors. This means that they are not solely registered to James Brindley Academy and will be on roll at another school. We teach pupils who are in Reception and Nursery pupils with an EHCP.

On meeting a child in the Foundation Stage, we use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning. This acts as an initial baseline assessment.

The assessment is based upon feedback from the child's main school (bearing in mind the fact that they may have regressed), conversation with parents/carers, discussions with the multi-disciplinary teams and activities completed with the child.

### ***Expected Standards for Foundation Stage are:***

#### **Nursery (EHCP pupils only)**

30-50 months = In line with Age Related Expectations

22-36 months = Below Age Related Expectations

Any other lower age band below = Significantly below Age Related Expectations

#### **Reception**

40-60 months = In line with Age Related Expectations

30-50 months = Below Age Related Expectations

Any other lower age band below = Significantly below Age Related Expectations



### **Formative Assessment**

As the year progresses any long-term pupils are monitored on their progress in all 17 areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using handwritten observations, staff notes or by use of IPADs, using the Tapestry App.

### **Assessment Cycle**

As soon as the pupil is registered observations will start to be made. After 6 weeks the pupil is considered long term and baselines should have been conducted for each area. Pupils will also be registered as learners on the Tapestry App. This creates the pupil learning journey and can be sent to home schools once they are discharged.

### **Summative data**

Learning Goals, stating whether the pupils are emerging or at the expected level are kept on the Tapestry App and can be used to identify progress and reports are available for printing.

## **7.0 Working with Parents/Carers**

We recognise the role that parents/carers have played, and their future role, in educating the children. We do this through:

- Developing good relationships with the parents/carers, taking time to find out about their child's likes /dislikes, ability, personality, and state of health.
- Explaining the role of our school to the parents/carers.
- Debriefing the parents/carers as to the lesson/activity we have delivered to their child.
- Providing a progress report to the parents/carers at the point of discharge (if the child has been with us for 6 weeks or more) or at the end of school year.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. If the pupils are re-admits or their stay in hospital exceeds two weeks, then we will liaise with their pre-school/nursery teacher and ensure continuity in the child's education.

Parents/carers are included in their child's learning journey via conversation with the staff. This happens regularly as they tend to be present during teaching sessions. Parents/carers are also able to view their child's Learning Journey on request and reports are given out when a long-term child is discharged.

## **8.0 Safeguarding and Welfare Procedures**

It is important to us that all children in the school are 'safe.' We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)

At James Brindley Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- Promote the welfare and safeguarding of children.





- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## 9.0 Monitoring Arrangements

It is the responsibility of staff delivering EYFS lessons to follow this policy. The Senior Leadership Team will carry out monitoring of the EYFS as part of the whole school monitoring system.