



Cabot
Learning
Federation



Haywood
Village Academy

EYFS Policy

Academy Name: Haywood Village Academy

Implementation Date: April 2018

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
April 2018	Whole document	Added section 8. Additional Support and intervention. Changes to transition arrangements.	Policy Review



High aspirations - Valuing learning – Achievement for all

Early Years Foundation Stage Policy

1. Rationale

1.1 Our Early Years Foundation Stage (EYFS) policy serves to outline the ethos and practise that our school adopts to ensure we meet the school's vision, with specific references to the EYFS.

2. EYFS Principles

2.1 The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive Relationships – supporting the children in becoming strong and independent.
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Development – an acknowledgement that children learn in different ways and at different rates.

3. The curriculum

3.1 Our curriculum is carefully structured to provide opportunities for children to learn through a range of rich, meaningful first-hand experiences. These are purposefully planned in all areas of learning and development in the indoor and outdoor environment using play as the learning vehicle. Some learning is led by adults and some by the children themselves. Appropriate intervention by practitioners supports children to engage in the learning process and extend their learning.

3.2 Our curriculum enables children to learn and develop skills, attitudes and understanding in these areas of learning.

3.3 The Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

3.4 The Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

3.5 Achievement of these prime and specific areas of learning is by:

- Playing and exploring
- Active learning
- Creating and thinking critically

4. Enabling Environment – The Environment as the third teacher

- 4.1 We recognise that the environment plays a key role in supporting and extending the children's development and that the use of resources and the environment needs to be carefully planned. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Children have the freedom to move between the indoor and outdoor learning environment throughout the school day.

5. Observation, Assessment and Planning

- 5.1 Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.
- 5.2 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 long and short recorded observations and this involves the teacher, learning partner and other adults as appropriate.
- 5.3 Each child has a 'Learning Journey' which is a record of their learning through their Reception year and is linked to the Early Years Outcomes and end of year Early Learning goals.
- 5.4 Parents and carers are partners in the assessment process through regular meetings, home visits, WOW moments and family learning consultations.

6. Safeguarding

- 6.1 Children's safety and welfare is paramount to us and that all children in the school are 'safe'. We help children to learn about 'Rights and Responsibilities' (UNICEF) to help them understand how to keep safe.
- 6.2 We provide children with choices to help them develop this important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.
- 6.3 We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding documentation for further information).
- 6.4 At Haywood Village 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 2008. We understand that we are required to:
- promote the welfare 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 are safe and suitable for purpose through risk assessment of the outside area and reporting any potential hazards.
- 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.

6.5 We endeavour to meet all these requirements and our robust approach to Safeguarding and Health and Safety across the school can be shown to contribute to these requirements.

7. Induction & Transition

7.1 Inductions are carefully planned for and time given to ensure a smooth and successful start to school. We acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings including nurseries.

7.2 During the Summer Term prior to starting school the following September, where possible, a member of the EYFS team will make contact with the pre-school settings to discuss each child and hold a professional conversation with their key worker. This may take the form of a telephone conversation or visit to the child's preschool.

7.3 Children will join the school during a two-week transition timetable which will be communicated to the parents during the preceding summer term. The features of the transition timetable will include, 'stay and play 1-hour parent and child sessions', morning or afternoon classes, whole class morning sessions and family lunches.

8. Additional Support and Intervention:

8.1 Where assessments indicate a need for additional support beyond the normal curriculum, children in the EYFS will have the opportunity to attend targeted interventions groups. These interventions include support with speech and language, reading, writing and maths.

8.2 Any need for additional support will be fully discussed with the child's parents and closely monitored by the school's inclusion lead.

9 Policy Review

9.1 This policy must be reviewed by May 2019.