

Early Years Foundation Stage (EYFS) Policy

Approval confirmed:

Designation	Name	Date	Signature
CEO:	Mrs Lyn Dance		
Chair of Trust Board:	Mr David Ellis		

Monitoring and Evaluation	
Original implementation date:	April 2021
Review frequency:	Annual
Date of next Review:	October 2022
Review delegated to:	

Document Version control

Version	Changes made	Date
1.0	Initial set up of Trust-wide policy	April 2021
2.0	Changed in line with new EYFS guidance	October 2021
	Milestone Updates S Proctor	April 2022

1. Introduction

- 1.1. This policy aims to ensure:
 - 1.1.1. 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
 - 1.1.2. Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
 - 1.1.3. Close partnership working between practitioners and with parents and/or carers
 - 1.1.4. Every child is included and supported through equality of opportunity and anti-discriminatory practice
- 1.2. This policy follows the requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021.
- 1.3. This document also complies with the Funding Agreement and Articles of Association for SAND Academies Trust.

2. Structure of the EYFS

- 2.1. In The Milestone School the EYFS is embedded into classes for all children in Nursery 1 and Nursery 2, Reception as well as Year 1, where it is considered to be most appropriate to continue following the EYFS, and support transition onto the Milestone School Curriculum Pathways.

In Nursery 1, children are offered up to 9 hours and in Nursery 2 up to 15 hours, in full or half day blocks (6 hours, or 3 hours) taking into account the pupil's individual needs and those of the pupils in the group they will be joining.

3. Curriculum

- 3.1. Our early years setting follows the curriculum as outlined in the EYFS statutory framework that applies from September 2021.
- 3.2. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.
- 3.3. 3 of these areas are known as the prime areas – these are seen as particularly important for igniting curiosity and enthusiasm for learning, for building children's capacity to learn, form relationships and thrive.
- 3.4. The prime areas are:
 - 3.4.1. Communication and language
 - 3.4.2. Physical development
 - 3.4.3. Personal, social and emotional development
- 3.5. The prime areas are strengthened and applied through 4 specific areas:
 - 3.5.1. Literacy
 - 3.5.2. Mathematics

SAND Academies Trust

Lyn Dance CEO & Executive Headteacher
Registered in England: Company Number 11968610
Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

3.5.3. Understanding the world

3.5.4. Expressive arts and design

4. Planning

- 4.1. Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.
- 4.2. 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.
- 4.3. As children have Special Educational Needs, staff will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.
- 4.4. In planning and guiding the children's activities, practitioners reflect on the different ways that children learn and include these in their practice.
- 4.5. In Early Years Classes at The Milestone School, all pupils have specific outcomes identified each week that will be worked towards in both child and adult led learning, identified on a weekly planning document. All adult led activities are planned for on a weekly basis, with a minimum of 3 adult led activities planned for each day. There will be a minimum of three planned activities set up each week within the classroom provision for pupils to access either independently or alongside an adult.

5. Teaching

- 5.1. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.
- 5.2. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
- 5.3. 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 as appropriate to their individual needs.

6. Assessment

- 6.1. Ongoing assessment is an integral part of the learning and development processes.
- 6.2. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.
- 6.3. Staff will also take into account observations shared by parents and/or carers.
- 6.4. 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.
- 6.5. Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).
- 6.6. 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:

- 6.6.1. Meeting expected levels of development
- 6.6.2. Not yet reaching expected levels ('emerging')
- 6.7. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.
- 6.8. The profile is moderated internally (referring to the Birth-Five Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority.
- 6.9. In addition to the EYFS profile, children are assessed against Birth – Five Matters in order to provide an accurate assessment of their education needs. This is shared with parents through on-going discussion and curriculum reports.

7. Working with parents

- 7.1. We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.
- 7.2. Parents and/or carers are kept up to date with their child's progress and development.
- 7.3. The progress check, EYFS profile and curriculum reports help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.
- 7.4. Each child is assigned a key person who helps 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.

8. Safeguarding and welfare procedures

- 8.1. We promote good oral health, as well as good health in general, in the early years by talking to children about:
 - 8.1.1. The effects of eating too many sweet things
 - 8.1.2. The importance of brushing your teeth
- 8.2. The rest of our safeguarding and welfare procedures are outlined in our Safeguarding policy.

9. Transition into School

- 9.1. Home visits are conducted in September of the school year in which the child will commence their placement at The Milestone School to discuss their child's needs and transition to nursery/school. Holding these meetings at the start of the school year ensures that all families have the opportunity to meet with the Class Teacher and/or Nursery Lead, including families for whom placements are agreed during the summer break. This promotes equality for all children and families (see point 1.1.4)
- 9.2. Children new to Early Years in September will have a transition period, whereby they will initially access the setting in small groups. This ensures teaching staff can get to know new children, their needs and interests, and support them to settle into their new environment. The transition period commences after home visits have been completed.

- 9.3. The transition period will consist of whole days to ensure children who access home-school transport can attend.
- 9.4. Nursery pupils will join the setting after the Reception children have completed their transition period.
- 9.5. Where possible, families will be informed of the dates of the child's transition days, and the date and time of their home visit, prior to the summer break. Where children are offered places at the school during the summer break, their families will be contacted by the Class Teacher within the first two days of school commencing in September to arrange the home visit, and provide the dates of their transition days.