



Pye Green Academy

Early Years Foundation Stage (EYFS) Policy

Policy adopted by Pye Green Academy :	Date:
Received by the Chair of the LGB :	

Date:

Signed Headteacher:

Signed Chair of Governors -

(Review date: Feb 2023)

'No job is more important than working with children in the early years.' *Development Matters Non-statutory curriculum guidance for the early years foundation stage, 2020*

At Pye Green, we recognise the significant impact a child's early years has on their future. We aim to provide pupils with a safe and stimulating environment that will allow them to thrive. We will provide a purposeful and engaging curriculum that maps out progress, but also recognises that learning in the early years is not always neat and orderly and takes into account that pupils learn best in different ways.

Getting to know our pupils and value them as individuals is at the heart of all that we do. This aligns with the new Early Learning Goals proposed by the DFE which will become statutory in September 2021. Here at Pye Green we have chosen to become 'Early Adopters' of this new curriculum as we feel it aligns with our school aims.

Aims

This policy aims to ensure:

- 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
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the proposed documents from the DFE -

- Development Matters Non-statutory curriculum guidance for the early years foundation stage
- Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five (2020)

This document also complies with our funding agreement and articles of association.

Structure of the EYFS

Applications for our Nursery are made directly through school.

At Pye Green, we have a Nursery unit with the capacity for 32 spaces. The unit is led by a full - time Practitioner and two part-time teaching assistants. We offer universal 15 hour spaces and 30 hours provision with the option to pay and stay for lunch. Charges are made at £5 per hour to stay for lunch or if you want to 'top up' your child's hours.

Morning Nursery – 8.45am – 12.45pm

Afternoon Nursery – 1.30pm – 3.30pm

Applications for Reception are made through Staffordshire County Council.

We have two Reception classes each offering 30 places.

Our current Reception timings are 8.45am – 3.00pm. All Reception pupils are eligible for free school meals.

Curriculum

Our early years setting follows the curriculum as outlined in the new 2020 guidance – ‘Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five (2020)’

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.

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

Alongside these areas of learning, sit the ‘Characteristics of Effective Learning’ which focus on how children learn to learn, rather than what they learn. These characteristics weave through all the areas of learning tying them together. Staff recognise that nurturing these characteristics allows pupils to develop into confident learners who can cope with challenges and thrive when solving problems. These skills are transitional skills which will allow pupils to develop socially and emotionally, and become better communicators.

Characteristics of Effective Learning -

- 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

Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners working with the youngest children in our Nursery are expected to focus strongly on the 3 prime areas – particularly at the start of the academic year.

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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff plan to provide pupils with opportunities to learn new skills and apply their thinking inside and outside with a focus on continuous provision.

Staff plan weekly activities based on inspiring texts to motivate pupils.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction to move their learning forwards.

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 so that pupils are ready for Year 1.

Phonics, Maths, PE, Music and PSHE are all taught through discrete sessions.

Assessment

At Pye Green, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Practitioners will use these ongoing assessments to identify children who may need additional support or intervention in certain areas as well as pupils who may need additional challenge.

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:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

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.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Tapestry online learning journal helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities and we ask that parents share and contribute to their child's learning journal through observations on Tapestry and proud clouds during parents' evenings.

Each child in Nursery is placed into learning groups with an assigned key practitioner who helps to 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. In Reception, the key person for your child is their child's class teacher.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Pye Green Academy safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by the governing body every two years.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy See Attendance Policy See Infectious Disease Policy
Administering medicines policy	See supporting pupils with medical needs policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy