



Early Years Foundation Stage (EYFS) policy

ABOUT THIS DOCUMENT:

Purpose: This policy is written to make all staff, parents, directors and inspectors fully aware of the approach to EYFS at Daventry Hill School.

Written by Hannah Caswell, September 2024



Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health all employees seriously and are committed to supporting our staff. The Trustees ensure that support is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - Education Support: telephone number 08000 562561 or website www.educationsupport.co.uk

Vision and Values of the School



Our vision and values are at the heart of everything we do and are used to inform our taught curriculum, decisions and priorities.

There is an expectation that our values are the foundation on which we base our interactions with our students, families, staff, visitors, professionals and wider community.



Contents

1. Aims, Scope and Principles	4
2. Legislation and Guidance	4
3. Structure of the EYFS.....	4
4. Curriculum	5
5. Assessment	6
6. Working with parents and carers	7
7. Safeguarding and welfare procedures	7
8. Monitoring arrangements	8



1. Aims, Scope and Principles

This policy aims to ensure that:

- 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
- 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

2. Legislation and Guidance

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

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

3. Structure of the EYFS

The Reception class, called Acorns, is within the main school. It is a main open plan classroom area, with two separated break out spaces. Acorns caters for 1 class of 10 children, all of whom have EHCPs. There are particular zones, inside and outdoors, designated for different areas of play. Depending on the needs of the student the environment is flexibly designed to adapt to personalise our provision, so there could be art, sand and water play, construction, role play, ICT, 2 writing and mathematics and a book corner or workstations and low arousal environment.

Teaching and Learning Times

Reception 8:50 a.m. – 3:00 p.m.



4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The Reception class team work collaboratively to personalise the curriculum to meet the needs of each individual student- this includes short steps from their EHCPs, targets set by external provisionals e.g. SALT, OT, physio, use of the school's 'Yellow Pathway' curriculum and the school's curiosity and communication approach. The curriculum is planned using a long term map and must involve activities and experiences that enable children to learn and develop.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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 (we have adapted the ethos of Talk for Writing)
- Mathematics
- Understanding the world
- Expressive arts and design

Weaved through this are the 'Characteristics of Effective Learning'; practitioners use this to identify a child's attitude to learning and their ability to play, explore and think critically about the world around them. This informs all areas of our provision including, planning, assessment, the environment, resources etc...

The three characteristics are;

- Playing and Exploring- children investigate and experience things and 'have a go'
- Active Learning- children concentrate and keep trying if they encounter difficulties, they enjoy achievements
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

In Reception, our students begin their phonics journey. This could be through our pre-phonics curriculum or interventions such as TACPAC and sensology. Or when students are ready to begin working on initial sounds with use the Read, Write, Inc, Nursery handbook. When children are ready to begin more formal phonics, they begin learning Set 1 sounds following RWI speed sound lessons.



4.1 Planning

Our class teams plan activities and experiences for children that enable our students to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas and short steps set out in their EHCPs.

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. Staff use specialist support from a range of stakeholders, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Class teams pay particular attention to students communication needs and plan for these through an enabling environment.

4.2 Teaching

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

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 if appropriate.

Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them. We offer a play-based, child-centred curriculum with a balance of child-initiated and adult-led learning opportunities.

At Daventry Hill we focus on each child's next steps, making sure they are relevant and meaningful, no matter how spikey their 'learning profile' may appear. We understand that the children at our school have different strengths and areas of development. Our curriculum allows us to embrace children's differences and to build on their interests and strengths.

5. Assessment

At Daventry Hill, ongoing assessment is an integral part of 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. Staff also take into account observations shared by parents and/or carers. Every student has a skills map and these contain targets that children are working on each term. Each student has a key worker and they upload evidence using Evidence for Learning



and the MAPP scoring assessment to capture small steps of learning and progress. The Early Years teacher meets with their line manager to discuss progress during termly Pupil Meetings. We have fluid groupings so children in Reception may join a group within their class, a different class and a different curriculum pathway for certain sessions or interventions, for example they may join a pre-phonics group or have a physio movement session.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance). EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Annual reviews, parents/carers evening, reports and regular updates on class dojo and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person 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.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence. All families have access to a family support worker.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working



directly with the children, we have at least 1 member of staff for every 13 children

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group
- We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, by for example:

- Adult modelling
- Intimate care plans
- Role play
- Preparation for Adulthood- Health

Where appropriate we are beginning to support toothbrushing in school. We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Hannah Caswell.

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

