



# The Consortium Trust

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## Early Years Foundation Stage (EYFS) Policy (DRAFT)

### Policy to be read in conjunction with:

Teaching, Learning & Curriculum Policy,  
Safeguarding & Child Protection Policy,  
Behaviour & Inclusion Policy,  
SEND Policy & Information Report

### **Vision**

At Consortium we aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill-based activities.

### **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.
- > 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.

### **Principles**

We strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances. The Statutory framework for the early years foundation stage states four guiding principles, which shapes our practice in the early years. These are:

- > every child is a unique child, who is constantly learning and can be resilient, capable, confident and self assured;
- > children can be strong and independent through positive relationships;
- > children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and /or carers; and
- > children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities; (Statutory framework, March 2017)

The ways in which the child engages with other people and their environment underpin learning and development across all areas. Adults and the considered use of the environment, support the child to remain an effective and motivated learner.

We adhere to all the requirements of the Statutory framework for the early years foundation stage including child:staff ratios, EYFS staff qualifications and Paediatric First Aid training.



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## **Learning and Development**

Learning and development is categorised into three prime areas of learning:

- > Communication and language
- > Physical development
- > Personal, social and emotional development

And four specific areas of learning:

- > Literacy
- > Mathematics
- > Understanding the world
- > Expressive arts and design

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

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

## **Our EYFS Curriculum**

- > Is at the heart of our learning journey approach.
- > Is distinctive, innovative and strategically planned.
- > Is reviewed in the light of national developments, new thinking and research and development.
- > Introduces challenging, engaging and real life problems.
- > Strives to encourage and develop a love of learning.
- > Lets learning happen within a child-centred approach.
- > Ensures resources and apparatus are available to support learning at every stage of development and in every area of the EYFS curriculum.
- > Ensures all areas of learning are regarded with the same level of importance and are interlinked in learning.
- > Includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings.
- > Ensures that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live.

## **The Enabling Environment**

The EYFS classroom is carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are carefully planned based upon children's current assessment and all have a main learning intention that can be accessed with or without adult support.



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Our basic provision is linked to the age-related expectations of the cohort. We encourage child-initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

When planning learning opportunities, we use the statements in 'Development Matters' (DfE 2012) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for Characteristics of Effective Learning to be demonstrated and embedded.

Adult facilitators in the classrooms may lead activities based on skills. These activities let learning happen through creative opportunities, a supportive environment and a sound pedagogical understanding.

We believe that children should have the chance to access outdoor learning in all seasons. We provide outdoor opportunities which look and feel different to indoor learning so that children can access a whole range of new and diverse skills and learning experiences.

Appropriate resources in the EYFS environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult-led, child-led or child-initiated learning. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Planning considers children with individual needs in line with the SEND policy and Information Report.

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, ready for year 1.

Children are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop learning.

## **Assessment**

On-going formative assessment is at the heart of our effective early years practice. 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, short and photographic observations, voice recordings and the use of video to evidence children's Communication and Language achievements.

We use Tapestry to capture baseline assessments that are carried out in the first half term of the academic year. This assessment will inform us of the cohort's emotional needs, as well as academic attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with the Senior Leadership Team.

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
- > Exceeding expected levels
- > Not yet reaching expected levels ('emerging')



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The profile reflects on-going observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers in the summer term. We ensure our end of EYFS profile assessments are reliable through:-

- > our knowledge of the child gained through observation and interaction.
- > our assessments ensure a range of contributors e.g. parents, peripatetic teachers, other relevant adults.
- > moderation across the Trust with the EYFS team.
- > moderation with the Local Authority.

## **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 carers are given the opportunity to meet with their child's teacher twice a year in a formal parent meeting and receive a written report on their child's achievements at the end of the summer term. More informally we meet with parents throughout the school year as and when necessary to discuss their child particular needs. 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 and also helps families to engage with more specialist support, if appropriate.

## **Transition**

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the child's start date.

To ensure the best possible transition we:-

- > value the parent as the first educator of their child.
- > make contact via phone with feeder pre-schools within our new intake to discuss essential information on every child.
- > visit as many pre-schools as possible to meet children in a familiar setting.
- > share important information about our school during new-parents meeting.
- > use written information sent by pre-schools to inform early planning.
- > hold a series of 'welcome/taster' or 'Stay and Play' sessions for parents and children.
- > share information in a transition meeting with key adults for children with additional needs.

## **Working in partnership**

We value our partnerships and endeavour to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

Within our role of enabling partnerships we:-

- > meet regularly with the EYFS school team within the school, to discuss assessments, planning, individual children and research.
- > hold regular parent workshops on relevant areas of their children's development e.g. maths, reading, phonics.
- > work closely with other EYFS practitioners within Consortium to share good practice.
- > moderate work with other EYFS practitioners within Consortium to agree judgements.
- > attend EYFS cluster meetings to network with other professionals outside the Trust.



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## The Early Years Team

Our Early Years team consists of experienced teachers who are skilled in early years teaching. They understand the needs of young children and how best to create an environment to enable a love of learning.

Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal: to ensure every child achieves to their highest ability through learning through play and enjoyment.

## Head of Service

Caroline Richardson is the Head of Service for the Early Years Foundation Stage. It is her responsibility to manage the delivery of the statutory and strategic functions of the Trust in relation to the EYFS. Caroline works within the Education and Learning team, with responsibility for EYFS provision and compliance across the Trust.

Caroline supports the training needs for EYFS staff across Consortium, to ensure that staff working in this area of education have the skills required to support children's development from Nursery to the end of Reception, providing high-quality early education.

## Document Control

### Changes History

Version	Date	Amended By	Details of Change

### Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	09/12/19
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	09/12/19

### Equality Impact Assessment

Date	Name	Details

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