



Early Years Foundation Stage Policy



1	Summary	EYFS Policy			
2	Responsible person	Jen Caldwell			
3	Accountable SLT member	Jen Caldwell			
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5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	EYFS teaching staff			
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1. Purpose

The purpose of this policy is to describe the intent and implementation of the EYFS curriculum at Thorpepark Academy.

2. Structure of the EYFS (Nursery)

Little Jumping Beans

Children who are eligible for the 2-year-old funding are entitled to 15 hours free childcare (including working parents' free childcare). These children take priority for places in the setting, however, if capacity is not full, we also offer paid sessions (**see charging policy**). This is reviewed termly to ensure funded places are filled first. Children start in the setting the term after they turn two. Therefore, there are three termly intakes, September, January and April. We provide a flexible offer which include morning, afternoon and full day sessions.

It is the parent's responsibility to check eligibility every three months, to ensure their child remains entitled to the working 15 hours.

Jumping Beans (FS1)

All three and four year old children are entitled to 15 hours free childcare. We provide a flexible offer which include morning, afternoon and full day sessions. Children start the term after they turn three. Some children can attend five terms in FS1, therefore, intakes are September, January and April. These children take priority for places in the setting, however, if capacity is not full, we also offer paid sessions (**see charging policy**). This is reviewed termly to ensure funded places are filled first. We offer ten 30 hour working parents places, these are on a first come, first serve basis. **It is the parent's responsibility to check eligibility every three months, to ensure their child remains entitled to the additional hours. If parents fail to check eligibility their child will lose their additional 15 hours.**

3. Curriculum Intent



Our early years settings follow the curriculum as outlined in the statutory framework of the EYFS. Teachers plan and assess in line with the Development Matters document and Thorpepark's curriculum planners. These include literacy and topic planners.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are 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

All practitioners ensure the prime areas of learning take priority to support children in settling well in each setting, feeling comfortable and confident to access resources and interact with activities, and forming meaningful relationships with staff and other children.

The Prime areas are strengthened and applied through 4 specific areas:

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

The Characteristics of Effective Learning (playing and exploring, active learning and creating and thinking critically) underpin the way we plan our environments and teach across all 3 settings.

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory

4. Curriculum Implementation

Play underpins our delivery of the Early Years curriculum. Through play our children become active learners, explore and develop learning experiences which helps them to make sense of the world. They practice and build up ideas and learn how to manage feelings and resolve conflicts. They are given the space to explore and discover, to take risks and make mistakes within a safe and secure environment. We nurture a sense of curiosity by encouraging children to ask questions, reflect and problem solve on their own and with others. Practitioners create an environment which is child focused which challenges, motivates and encourages learning through first-hand experiences. The children have daily access to an indoor and outdoor area set up in discrete areas of learning with planned continuous provision. The provision is ever changing to reflect the growth and journey of each cohort.



We use an 'in the moment' approach across the three settings to ensure play is meaningful and personal to each child. Practitioners observe the children in play and record interactions on Tapestry. It offers opportunities for practitioners to plan on the spot and implement next steps immediately. Through Tapestry assessments teachers can identify gaps in learning and prioritise areas of learning each term for each individual child to ensure equal coverage of the curriculum.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led direct teaching and child-initiated activities. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Adult-led activities/direct teaching

Through adult-led activities children are introduced to new ideas and provided with opportunities to develop their skills. This also ensures that they experience all areas of learning, as outlined in Development Matters. We feel that it is important to balance adult led learning with time and opportunity for children to explore their own ideas, play with resources and use imagination. It is by practising skills they have learnt that children will be able to take ownership of their learning and apply it to different situations.

Phonics and maths are taught daily in FS2 by the teachers and children may be grouped by developmental stage. Children also participate in a group topic lessons daily which provides an opportunity to learn about past and present events, historical people, the natural world and different cultures and beliefs. Adult-led Music and RBV sessions are alternated each week. Within FS1, children will access phonics and maths lessons per session. Other direct teaching which cover personal social and emotional skills and communication and language skills are taught throughout the week through interactive story sessions and circle times. It is during these sessions that skills and knowledge is taught for children to practise and rehearse in provision.

In FS2 a long term plan is completed at the beginning of the school year to ensure adult-led direct teaching offers a broad and balanced coverage of the Early Years Foundation Stage and provides a foundation for learning, supporting topic's taught in KS1 and 2. A range of books are planned in throughout the year to ensure all children are exposed to a range of texts that explore other cultures and experiences. Topic webs are shared with parents through the website and hard copies. This is to ensure that parents can support the home learning partnership.

Special events are planned for parents to attend to support children's learning, for example, season themed stay and plays, Christmas carol concert, easter bonnet parade and a graduation ceremony.

Inclusion

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences and physical and cognitive ability when planning for their learning. We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Thorpepark are treated equally



regardless of race, religion or abilities. All children and their families are valued within our school.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

5. Enhancing the curriculum with visits and visitors

Visits and visitors into school are an essential part of the curriculum and should provide opportunities for cross curricular learning. We plan a range of visitors throughout the year which link to topics taught. This provides real, hands on experiences for the children to widen their understanding.

6. Curriculum Impact

2 Year Check

When a child is aged between 2 and 3, practitioners 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.

Observations

All practitioners are responsible and contribute to the assessment of learning for all children through recorded observations on a daily basis. In EYFS we use Tapestry to record all observations and link to the ages and stages of development. Observations include short, long and planned observations. Observations are used to plan the next steps of learning for all children.

Data

Data is collected half termly, including a baseline assessment and submitted to the Local Authority and imputed on Insight. Phonic assessments are also carried out half termly. This is tracked to inform planning on the next steps in learning. The assessment coordinator has planned progress meetings with teachers to discuss next steps. The EYFS phase leader carries out a data analysis which identifies areas of learning that need to be a priority for the next term, this is discussed between the phase leader and teachers. Teachers discuss outcomes with their team and a plan is put in place to address these needs. The EYFS profile is completed at the end of the Reception year.

7. Roles and Responsibilities including monitoring of standards

Senior leaders are responsible for ensuring time, resources and support is provided so teachers can carry out their role effectively.

The EYFS phase leader is responsible for the monitoring and evaluation of the curriculum across the EYFS settings. This will include:

- Supporting staff with planning and delivering
- Providing CPD opportunities either in house or through different services
- Environment walks, lesson visits and drop ins
- Working with subject leaders across the trust to develop EYFS practice
- Reporting to the Head of school and governors termly



Class teachers are responsible to plan, prepare, deliver and assess the EYFS curriculum. This will also include:

- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are able to access and engage with the environment. They must ensure it is suitable for all ages and stages of development of their current cohort.

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.

8. Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- Home visits/transition parent meetings: talking to parents about their child before the child visits our school.
- Preparing stay and play sessions throughout the year and inviting parents into the setting.
- Offering parents regular opportunities to talk about their child's progress in our setting and at home and allowing free access to their child's 'learning journey'.
- Inviting parents to special events that their children are involved in throughout their foundation years, for example an Easter parade, Christmas carol concert and graduation ceremony.
- Daily contact with their child's key worker/teacher, through Tapestry, during drop off and pick up, parent evenings and a yearly report.

9. Safeguarding and Welfare Procedures

Our safeguarding and welfare procedures are outlines in our safeguarding policy.

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

Statutory policy or procedures for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection/safeguarding policy
Procedure for responding to illness	See attendance policy and health and safety policy
Administering medicines policy	See medicines policy
Emergency evacuation procedures	See emergency evacuation policy
Procedure for checking the identify of visitors	Visitors policy
Procedures for a parent failing to collect a child and for missing children	Delivering and collection policy



Procedure for dealing with concerns and complaints	Complaints policy
Additional paid sessions	See charging policy
Funding eligibility criteria	Visit www.childcarechoices.gov.uk for all information regarding eligibility for 2 year old funding, 15 hours free 3 and 4 year old funding and 30 hour funding.