



Holly Lodge Primary Academy

EYFS Policy

The Kite Trust is committed to equality and diversity.

We promote an inclusive culture for all our staff and the communities that we serve.

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Approved by: Academy Council

Date: 22.09.22

Last reviewed on:

Next review due by: Autumn 2023

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Introduction

This policy outlines the provision Holly Lodge Primary Academy offers to all its pupils aged four to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS). The Foundation Stage has its own framework and is therefore treated as a separate Key Stage.

Early childhood education is valued in its self and should not be seen merely as a preparation for the next stage in learning.

This policy has been informed by DfE documentation and Surrey Local Authority.

Our aims

Our Academy is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At Holly Lodge Primary Academy we believe in nothing but the best!

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four guiding principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

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

Effective Early Years Education

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At Holly Lodge Primary Academy we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Therefore, practitioners should ensure that all children feel included, secure and valued. Early year's experiences should build on what the children already know and can do. No child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect.

To be effective, the early years curriculum should be carefully structured (recognising different starting points; relevant to levels of need). There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by all practitioners.

The Early Years Framework and curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

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

Characteristics of effective learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Planning

At Holly Lodge Primary Academy planning is divided into long term, medium term and short term. Schemes of work illustrate the objectives being taught each term. Short term or weekly plans, show specific objectives to be covered and staff use 'planning in the moment' to follow children's interests and achieve these objectives. Precision teaching is planned for every week. Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not always experience them each day.

A mixture of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced programme. The children begin by having free choice of activities for most of the session. This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the Key Stage One framework.

Admission Arrangements

Children enter the Reception classes in September of the school year in which they are five. Places in the Reception classes are offered in accordance with Surrey Local Authority.

Organisation of classes

Our Foundation Stage unit is made up of 60 children. For organisation purposes it is then divided into two classes. It is a total Team effort. The school day begins at 8.45am and ends at 3.15pm. All children must be accompanied to and from school by a known adult.

Inclusion

We value the diversity of individuals within the school. All children at Holly Lodge Primary Academy are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

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 when planning for their learning.

Teaching

In the Foundation Stage 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.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

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.

Special Educational Needs

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENDCO, and advice may be sought from other agencies e.g. Speech and Language Therapy Service. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning or their learning.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Safeguarding and welfare procedures

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Child Protection and Safeguarding Policy is available [here](#).

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things.
- The importance of brushing our teeth with fluoride toothpaste and what good oral hygiene means.
- Applying our healthy school approach when providing food and cooking opportunities in EYFS.
- Working with families to understand the importance of good oral health and the importance of visiting a dentist on a regular basis.
- Working with health professionals to support our oral health learning.

Parents as Partners

We value the involvement of parents in school. Parental involvement with school begins even before children start, with an invitation to visit the school, meet their child's teacher (who is your child's key person) and visit their classroom. Reception parents are invited to a workshop in the summer term to provide them with essential information for the next academic year. Parent meetings are held throughout the year through our focus child approach where the class teacher chooses 2 children a week to focus on and discuss strengths and next steps with parents.

A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher, EYFS Leader or Academy Head. Parents are kept informed of all happenings in the school by regular newsletters. The Parents are informed via notices on the window. Parents are invited to various assemblies and functions throughout the year.

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning.

At Holly Lodge, 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. Staff also take into account observations shared by parents and/or carers.

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](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently.

The Foundation Stage has outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

A risk assessment is in place that covers the basic provision that we provide in the EYFS and ongoing verbal risk assessments are continuously discussed with the children to help them to take measured risks and keep themselves safe.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

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
Administering medicines policy	See supporting pupils with medical conditions 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