

# Northwick Park Academy Trust

## Early Years Foundation Stage Policy



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## 1. 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

## 2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

## 3. Structure of the EYFS

Children can start in the Nursery class at the age of 3; this means that whilst the majority of the class starts in September there is an additional preschool intake in January and April.

In Reception we operate a single term admissions policy with all the children starting in the Autumn term regardless of when they will be 5. Children have the opportunity to visit the school for a transition visit prior to beginning Reception. This gives them an opportunity to spend time in the setting and meet their teachers.

In the first full week of term in Reception children attend school for half days to gradually introduce them to the setting and build up aspects of the school day. The second week children will attend mornings and stay for lunch until 1pm.

The school offers 15 hours and 30 hours funded hours in the Nursery. Additional hours can be arranged including wrap around care. These additional hours are charged. Details of hourly rate can be found in our Nursery prospectus and on our school website. These rates are reviewed annually by the school governors.

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

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

## 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. The Northwick Park Academy Trust has adopted the recommendations of the Bold Beginnings document and focus on basic skills from a very early age.

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.

## 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. Practitioners 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, ready for year 1.

## 4.3 Learning environment

We are continually reviewing our learning environment to ensure that we are providing the best possible area and resources to support the development and learning for all our children. We also ensure that all areas are accessible to all children regardless of need.

We provide a safe and stimulating environment, which:

- ☺ promotes physical, mental and emotional health and well-being;
- ☺ has enough space to play and opportunities to be outdoors with freedom to explore and be physically active;
- ☺ has dynamic and flexible systems of physical organisation that support personalised learning for all children, including the gifted and talented and children with special educational needs/disabilities;
- ☺ provides continuity of care that enables children to identify with key workers and develop relationships at all levels.

To ensure that our areas are safe and secure we will carry out a risk assessment on the areas in which the children will be on a daily basis and take the appropriate action needed to rectify any problems we find. We will also continually endeavour to update and refresh any equipment and resources as needed.

## 5. Assessment

At Northwick Park Academy Trust 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.

Assessments are made to inform staff of individual pupils and the needs of the class as a whole. This information is used to plan appropriate activities that match children's specific needs. Assessment in EYFS happens in different ways, these include

- Baseline assessments take place when children enter Nursery and Reception, including the Statutory Baseline for Reception children.
- Regular observations of children which may be documented through notes, observations and photographs.
- Each child has a personal learning journal which is a record of their achievements throughout their time in EYFS.

Children are assessed against Development Matters on entry and exit from ~Nursery and Pre-school. This is tracked termly in Reception.

- At the end of EYFS children are assessed against the Early Learning Goals. A report of this data is given to the local authority containing a summary of each child's data.
- A report summarising each child's achievements is sent to parents at the end of the school year.
- Profile data is discussed with the Year 1 teacher to ensure there is a smooth transition from EYFS to Key Stage 1

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

or,

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.

## 6. 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. The progress check and 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

At Northwick Park Academy Trust we take the issue of safeguarding extremely seriously. In depth safeguarding procedures are outlined in our Safeguarding Policy. All staff and volunteers working in EYFS are subject to Enhanced DBS checks prior to working in the classroom.

Where concerns arise about the welfare of individual children procedures are in place to reporting this quickly to the Designated Person for safeguarding. All staff working in the EYFS complete safeguarding training soon after they commence work and this is refreshed annually.

We teach online-safety awareness from an early age and have adapted our Acceptable User Agreement so that it can be explained to children in the EYFS. All children and their parents sign the agreement before starting school and annually thereafter.

## 8. Inclusion, Equality and Diversity

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. All children in the Northwick Park Academy Trust are treated fairly and equally regardless of race, sexual orientation, religion or ability. All children and their families are valued within our school.

We want to ensure that all children can access the curriculum regardless of additional needs. Where children have needs which may prevent them accessing learning measures are put in place to overcome these barriers. These may include:

- Support from additional adults
- Early interventions to give children the opportunity to 'close the gap' in areas where there are difficulties. The aim of these is to run for a short time and cause the child to spend as little time as possible away from the classroom.
- Different types of activity to cater for a greater range of learning styles.

## 9. Monitoring arrangements

This policy will be reviewed the by Foundation Stage Leaders and approved by the headteacher annually. At every review, the policy will be shared with the governing board.