



<b>POLICY</b>	<b>EYFS Policy 2022/23</b>
<b>STATUS/DATE OF THIS VERSION</b>	<b>October 2022</b>
<b>APPROVED BY</b>	<b>Board of Trustees</b>
<b>RATIFIED BY</b>	<b>Board of Trustees</b>
<b>REVIEW</b>	<b>September 2023</b>

This policy is operated by all the schools in Unity Education Trust (as listed below).

**There may be sections that are specific to one school and these will be added by the school either as an annex or in place of yellow highlighted sections below.**

**Any queries about the policy should be directed, in the first instance, to the Headteacher/Head of School:**

- **Beeston Primary School**
- **Garvestone Primary School**
- **Grove House Infant and Nursery School**
- **King's Park Infant School**
- **Northgate High School and Dereham Sixth Form College**
- **The Pinetree School**
- **The Short Stay School for Norfolk**
- **Churchill Park Academy**
- **Greyfriars Academy**
- **Highgate Infant School**
- **King's Oak Infant School**
- **Wimbotsham and Stow Academy**
- **Magdalen Academy**
- **St German's Academy**
- **Great Dunham Primary School**

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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
- 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

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.

### 3. Structure of the EYFS

Our EYFS pupils are in vertically grouped classes with Key Stage 1 pupils. Classes sizes range from 6-10 pupils; each class has a teacher/instructor and 2-3 teaching assistants allocated on the needs of the pupils. As with all pupils a transition plan is created with parents/carers to ensure a successful start to the pupil's schooling.

### 4. 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

#### **4.1 Planning**

Topics are planned based on an annual cycle with pupils interests leading the learning. Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests. The Topic Overview planning sheet ensures that all curriculum areas are covered.

There are opportunities for adult initiated, adult led and child initiated activities on a daily basis. The provision is adapted frequently to provide learning opportunities that are aligned to children's interests and their developmental needs. Children have the opportunity to choose their learning and their learning environment both within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

#### **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.

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals. Play allows children to implement their learning, putting their skills in to practice. This allows for effective assessment of skills and learning as children will be using and demonstrating their knowledge in contextual situations. In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems

- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children's development allows, the balance gradually shifts towards more adult-led activities.

## 5. Assessment

At Churchill Park Academy, 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), if this is appropriate.

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.

Each pupil has Personal Learning Goals based on EHCP outcomes; these are used as an ongoing tool to plot progress and plan individual provision. The EHCP outcomes are broken down into smaller achievable steps, creating each child's PLGs. These are used on a daily basis within each classroom, so that all adults can support children and evidence learning of these outcomes.

## 6. Working with parents

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

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parent consultation evenings are held twice a year and are an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time and receive daily contact via Class Dojo or face to face. Parents are encouraged to contribute to their child's learning journey

by: adding things to the Evidence for Learning website, or through communication with staff. All evidence uploaded by staff to EFL is shared with parents and they are able to comment.

The partnership with parents is an essential and valued part of a child’s learning journey and parents/carers are encouraged to discuss and celebrate all aspects of their child’s learning with the early years staff. Annual EHCP reviews with parents and other professionals are held to discuss progress made, celebrating learning and to provide an opportunity around the child’s barriers to learning and how these needs are being met.

## 7. Safeguarding and welfare procedures

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

## 8. Monitoring arrangements

This policy will be reviewed and approved by the school’s Headteacher/Head of School annually and Trust Board will ratify any amendments on an annual basis, or in response to any significant changes from Government Policy.

At every review, the policy will be shared with the ARC and Board of Trustees.

## 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 First Aid 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