



Early Years Foundation Stage
Teaching and Learning Policy

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2. Version Control

Date	Version	Revision	Owner
07/05/20	1.0	New policy	Future Generation Trust Policy Team

3. Statement of Intent (EYFS Vision)

Future Generation Trust believe in providing all children with a safe, nurturing and stimulating environment that builds on each individual's needs and interests. We provide children with a wide range of opportunities to learn through play. Each academy ensures that adult-led learning is fun, engaging and suitably challenging. We value the importance of outdoor learning and ensure children have a wealth of opportunities to develop their thinking and problem-solving skills. We are committed to providing the best possible start for our children and instil a real love of learning. Through fun, creative teaching, we aim to actively engage, inspire and enable our children to flourish and succeed.

4. Legal Framework

This policy has due regard to statutory guidance and legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Standards and Testing Agency (STA) (2020) 'Early years foundation stage profile'

This policy is intended to be used in conjunction with the following Trust policies:

- Early Years Foundation Stage Policy
- Early Years Foundation Stage Assessment Policy
- Child Protection & Safeguarding Policy
- Intimate Care Policy
- Equality Objectives Statement
- Equal Opportunities Policy: Pupils
- Health, Safety and Wellbeing Policy
- Behaviour and Anti-Bullying Policy
- Special Educational Needs and Disability Policy

5. Aims

Future Generation Trust aims to support each pupil's welfare, learning and developmental needs by providing:

- Quality and consistency, so that every pupil 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 pupil and are assessed and reviewed regularly.
- Partnership and collaboration between academy staff and parents.
- Equality of opportunity, ensuring that every pupil is included and supported.

6. Roles and responsibilities

The Headteacher is responsible for:

Accurately transcribing and converting data for the academy's records to electronic records.

Checking data against information provided by staff members.

Ensuring that information that accompanies EYFS profile data is accurate, e.g. postcodes and unique pupil numbers.

Checking and signing-off data before its submission to the Local Authority (LA).

The EYFS lead is responsible for:

Ensuring staff members understand the academy's systems for recording pupil's profile outcomes and submitting data to the LA.

Ensuring that staff members responsible for data collection and submission understand the nature of EYFS profile data.

Ensuring staff members clearly record EYFS profile information.

Implementing this policy throughout the academy.

Ensuring that all staff members, pupils and parents are aware of this policy. To help achieve this staff will be issued with a copy of the document and the policy will be published on the academy website.

Assigning a key person to support the needs of each pupil.

Providing parents with the name of the key person and explaining their role.

Supporting staff development by providing regular training and CPD opportunities.

Ensuring that parents are continuously kept informed regarding the achievements and progress of pupils.

Maximising parental engagement and community involvement.

The key person is responsible for:

Ensuring that the pupil(s) they support receive learning tailored to their needs.

Engaging with parents to support them in guiding their child's development at home.

Helping families with more specialist support, where required.

Helping pupils become familiar with the academy and acting as a point of contact for pupils and their parents.

EYFS staff members are responsible for:

Acting in accordance with this policy at all times.

Ensuring that parents are aware of this policy and their role regarding the teaching and development of pupils.

Having a firm understanding of child development and age-appropriate needs.

Developing planning that challenges pupils and meets their individual needs.

Encouraging pupils to effectively communicate in a variety of ways and work collaboratively.

Supporting pupils in embedding their learning.

Ensuring that the environment is appropriate and safe, as well as being supportive of their learning.

Providing learning experiences which adhere to the EYFS statutory framework.

Identifying any areas of concern relating to pupils and their learning, development and emotional needs.

Ensuring that appropriate measures are in place to safeguard pupils.

Taking charge of their own personal development, including undergoing additional training, to benefit pupils and the provisions in place to support pupils.

Parents are responsible for:

Ensuring that their child regularly attends school, giving reasons for any absences.

Informing the academy of any concerns or problems which may affect the child's behaviour, learning or wellbeing.

Attending parent consultations and having an active role in the school community.

Ensuring that their child is appropriately dressed.

Developing their child's knowledge and understanding by continued learning experiences at home.

Encouraging their child's development and progress.

7. Learning and Development

There are seven areas of learning and development that shape pupils' education. These are split into two groups: prime areas and specific areas.

The prime areas are:

Communication and language

The academy gives pupils the opportunity to experience a rich language environment, and to develop their confidence and skills in expressing themselves.

Physical development

The academy provides opportunities for pupils to be active and interactive, and to develop their coordination, control and movement. Pupils are helped to understand the importance of physical activity and make healthy choices in relation to food.

Personal, social and emotional development

The academy helps pupils to develop a positive sense of themselves and others to enable them to form positive and respectful relationships. Pupils develop social skills and learn how to manage their feelings and behave appropriately in groups, and to be confident in their own abilities.

The specific areas are:

Literacy

The academy encourages pupils to link sounds and letters, and to begin to read and write. To assist pupils in doing this, the academy gives pupils access to a wide range of reading materials.

Mathematics

The academy provides pupils with the opportunity to develop their skills in counting, understanding and using numbers, and working out simple addition and subtraction problems. Pupils are taught to describe shapes, spaces and measures.

Understanding the world

The academy guides pupils to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

The academy enables pupils to explore and play with a wide range of media and materials, and provides pupils with the opportunity and encouragement to share their thoughts, ideas and feelings through a variety of activities including art and music.

Learning strategies

Everyone has their own learning style, and we recognise the need to develop strategies that allow everyone to learn in the ways that suit them best, including through the use of visual, auditory and kinaesthetic resources.

Staff members will ask open-ended questions and challenge pupils to re-examine and extend their understanding of the world.

Pupils' personal interests will be used as a basis to develop and extend their skills and knowledge by relating learning intentions to pupils' own life experiences.

All pupils will be encouraged to make and modify plans as a method of ensuring that they review and reflect on their own learning.

Evaluations of individual pupils' learning will be used to inform future planning.

Open-ended resources will be utilised to support exploration and critical thinking, as well as providing provocations to enthuse and motivate pupils.

Learning objectives will be shared with the pupils and parents – setting clear expectations for what pupils are expected to achieve.

Learning through play

Play is essential to pupils' cognitive, imaginative, creative, emotional and social development. We aim to provide play experiences which have a balance between adult-led and child-initiated play, allowing pupils to explore their own ideas and apply what they have learnt in different situations.

Pupils will be able to explore at their own pace, but are given consistent boundaries.

Staff members will be actively engaged in pupils' play, either by undertaking careful observations or by joining in with the pupils in order to develop their activity.

8. Enabling environments

Future Generation Trust recognises that the environment plays an important role in supporting and extending pupils' learning and development.

The academy ensures that pupils from all backgrounds are supported and given the opportunity to do well in accordance with our **Equal Opportunities Policy: Pupils**.

Arrangements are in place to support pupils with SEND as outlined in the Trust's **Special Educational Needs and Disability Policy**. SEND in the EYFS setting will be monitored and managed by the academy's SENDCo.

All staff members are responsible for ensuring that the emotional environment is warm and accepting of everyone.

In order to create an environment in which pupils feel confident to try new things, staff members empathise with pupils, support their emotions and ensure they feel valued.

Pupils have access to a range of learning environments, including indoor and outdoor activities, at all times.

The indoor environment contains resources which are age-appropriate, well-maintained and accessible to all children.

All indoor spaces are sufficiently maintained and appropriate for the activities planned in the spaces.

We recognise the positive impact that outdoor learning can have on pupils' wellbeing and development; therefore, we ensure that pupils are given regular opportunities to work outside.

Our outdoor provision incorporates the prime areas of learning, offering pupils the freedom to explore, use their senses and be physically active through:

- The use of natural materials.
- Learning about growing and the living world.
- Research and experimentation.
- Playing with water.
- Physical play and movement.
- Imagination and creativity.
- Construction and den building.

Learning environments within the academy are well organised and suitable for group, individual and whole-class learning – with interactive displays and easily accessible resources utilised to encourage independence.

Academy rules and expectations of behaviour are consistent throughout the different learning areas and pupils are aware of these.

Educational visits are arranged in order to further expand pupils' learning experiences. Prior to a trip, a risk assessment of the space is carried out and it is ensured that the area is appropriate for the activity and pupils involved.

9. Parental engagement

The EYFS lead makes the following information available to parents:

- How the EYFS is being delivered at the academy, and where parents can access more information.
- The range and type of activities and experiences provided for pupils, including the setting's daily routines and how parents can share learning at home.
- How the academy supports pupils with SEND.
- What types of food and drink the academy provides for pupils.
- Details of all the academy's policies and procedures, including the following: the procedure to be followed in the event of a parent failing to collect their child and the procedure to be followed if a pupil goes missing.
- Staffing arrangements, including the name of their child's key person and their role, and a telephone number for parents to contact in an emergency.
- How parents can contact Ofsted if they believe the academy is not meeting the EYFS requirements.

The Trust has a **Complaints Policy & Procedure** in place which is shared with parents and is also published on the academy website. Written records are kept of all complaints the academy receives.

The academy is committed to working closely with parents and creating an ongoing dialogue in order to capitalise on pupils' school and home experiences.

The academy provides support, advice and workshops for parents, with the aim of enriching and underpinning the teaching at the academy.

Parents are given the opportunity to co-construct learning priorities and record pupils' learning goals and interests.

Any concerns or lines of enquiry relating to a pupil's development are discussed with parents in person.

The academy works with parents to develop strategies to enhance pupil's learning and chances of progressing well.

Parents are kept up to date through the use of the academy website, twitter, newsletters, notice boards and teacher consultations.

Reading and phonics tasks are set to be completed at home under parental supervision.

10. Planning and Assessment

All EYFS planning and assessments, and EYFS profiles for each pupil, are carried out in accordance with the Trust's **Early Years Foundation Stage Assessment Policy**.

All EYFS staff members have due regard to the **Early Years Foundation Stage Assessment Policy** and the guidance outlined in the 'Early years foundation stage profile'.

Diversity and inclusion are at the heart of planning, ensuring provision is differentiated to allow every pupil access to learning at their stage of development.

Staff observations are used to inform planning and create a picture of pupils' competencies.

When planning activities, the following aspects are taken into consideration:

- Pupils' individual needs
- Pupils' learning styles
- Observable patterns of behaviour
- The learning environment
- Necessary resources
- Provocations
- The early learning goals (ELGs)
- Staff members' roles

During planning stages, finding a suitable space which is safe and enhances the planned activities is a priority.

Staff members develop knowledge of pupils and their families, and use this information to plan learning experiences.

Data for groups of pupils is collected on a termly basis in order to inform the learning intentions of the termly plan.

All plans are evaluated to ensure breadth, challenge and relativity.

On-going formative assessment and weekly evaluation meetings enable staff members to reflect on pupils' self-initiated learning and interests, helping to inform the provision plan for the next week.

Staff members provide pupils with action-specific, concise and positive feedback, allowing pupils to reflect on their own learning experiences.

Assessment does not entail prolonged breaks from interaction with pupils, nor does it require excessive paperwork.

To ensure all pupils can reach their full potential, EYFS staff members are alert to the general diversity of each child's interests, needs and inclinations, and reasonable adjustments are made to the assessment procedure, where necessary.

The results of the EYFS profile are shared with parents and parents are given the opportunity to meet with the teacher who completed the profile.

11. Transition

All new children in *Etching Hill* have the opportunity to visit the setting for a session with their parents before they start.

New Nursery children have the opportunity to visit the setting for a half-day session with their parents before they start.

Existing Nursery children have a half day transition session with their Reception teacher.

Reception children have a half day transition session with their Year 1 teacher.

In the summer term, EYFS staff will meet to discuss each child's development in order to support a smooth transition to the next year group.

EYFS staff members provide the relevant Year 1 teachers with information regarding pupils, allowing them to accurately plan effective learning during Year 1.

The EYFS lead, Reception class teacher and Year 1 teacher will meet to discuss and expand on the information presented in pupils' EYFS profiles.

12. Monitoring and Review

The Future Generation Trust Board has overall responsibility for this policy and for reviewing its implementation and effectiveness. The Headteacher has day-to-day operational responsibility for this policy and must ensure that all staff are fully aware of its contents and trained accordingly.

This policy is reviewed annually. Any changes made to this policy will be communicated to all members of staff and parents, and the new version of the policy will also be published on the academy website.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The quality of teaching is continuously monitored, and any concerns are raised with the EYFS lead.

Policy adopted on: 1 July 2020

Review Date: May 2021

Signed: Fliss Dale Designation: Chair of the Trust Board