



The Circle Trust Document: **Early Years Foundation Stage Policy**

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Owner:	School Improvement
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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	11.5.21		New Document	First release
1.1				
1.2				
1.3				

1. Purpose of the Policy

1.1. The purpose of this policy is to set out EYFS (EYFS) principles, which ensure:

- 1.1.1. Provision of a structured, secure, caring and well-resourced learning environment both inside and out which meets all the individual developmental needs of 'young learners' and underpins all future learning.
- 1.1.2. Enables children to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- 1.1.3. Promotes early development to take place within the caring and nurturing environment in line with the ethos and values, which the school upholds and promotes.
- 1.1.4. Develops independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

2. Introduction

2.1. The Early Years Foundation Stage (EYFS) is important in its own right as well as preparing children for later schooling.

2.2. This stage lays the foundations for each child's future learning and is therefore a very significant time.

2.3. The EYFS profile handbook [here](#) sets out what is typically expected of most children by the end of the Reception year at school.

2.4. EYFS applies to children from birth to the end of the Reception year. It is based upon four principles:

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

2.5. EYFS takes place from Nursery through to the Reception year (age 4- 5 on entry). Entry into Reception is in September at the beginning of the academic school year.

2.6. All Reception children are encouraged to begin school at the start of the academic year.

3. The management of this policy

3.1. The Trustees will:

- 3.1.1. Agree the EYFS Policy, ensuring the policy is in line with The Circle Trust's core values
- 3.1.2. Delegate authority to Local Advisors to ensure the policy is being adhered to
- 3.1.3. Review the EYFS Policy

3.2. The Executive Headteacher with the Director of School Improvement will:

- 3.2.1. Monitor and review the management of the EYFS Policy

3.3. Local Advisors will:

- 3.3.1. Adopt and adapt the EYFS Policy for their school
- 3.3.2. Receive regular reporting on EYFS from the Headteacher or Team Leader
- 3.3.3. Receive report on any physical intervention

3.4. A Headteacher will:

- 3.4.1. Operationally adhere to the EYFS Policy
- 3.4.2. Report to Local Advisors any physical intervention

4. Early Years Foundation Stage Principles

4.1. Within EYFS education, children learn in a way that is based on the following principles:

- 4.1.1. Build on what each child already knows and can do
- 4.1.2. Are inclusive to all groups of learners and individuals, taking into account children's backgrounds, ethnicity, gender, EAL and SEND
- 4.1.3. Provide a rich and stimulating environment, including challenging, exciting and imaginative indoor and outdoor learning environments

- 4.1.4. Provide a wide range of opportunities for independent learning, adult directed learning, adult led learning and child-initiated learning
- 4.1.5. Encourage parents and carers to become involved in their children's learning
- 4.1.6. Provide a positive, supportive environment where children feel safe and secure to learn
- 4.1.7. Develop positive attitudes towards learning from an early age
- 4.1.8. Give children a wealth of knowledge based on the EYFS seven areas of learning
- 4.1.9. Provide an extensive range of opportunities for assessment in well thought out progressive and cohesive planning, building on skills and prior knowledge.

5. Curriculum in Early Years Foundation Stage

- 5.1. The curriculum of the EYFS underpins future learning by promoting and developing seven areas of learning:
 - 5.1.1. Personal, Social and Emotional Development
 - 5.1.2. Physical Development
 - 5.1.3. Communication and Language
 - 5.1.4. Literacy
 - 5.1.5. Mathematics
 - 5.1.6. Understanding the World
 - 5.1.7. Art and Design
- 5.2. 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.
- 5.3. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes.
- 5.4. 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:
 - 5.4.1. Playing and exploring – engagement
 - Finding out and exploring

- Playing with what they know
- Being willing to 'have a go'

5.4.2. Active learning – motivation

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

5.4.3. Creating and thinking critically – thinking

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

5.5. The objectives within the EYFS handbook provide the basis for planning throughout the foundation stage with Development Matters and 'Birth to 5 Matters' materials will be used to support practitioners in implementing the statutory requirements of the EYFS. Medium-term plans are topic based and identify the intended learning outcomes for children during this period. There will be an emphasis on purposeful play across Early Years through carefully planned activities which take place indoor/outdoor and through independent learning opportunities. Adult directed planning is completed on a weekly and daily basis which highlights the objectives for the week and activities children will take part in to achieve these objectives.

5.6. Each school makes use of learning activities outside the classroom, where a planned programme of appropriate activities takes place at all times of year.

6. Teaching and Learning within EYFS

6.1. Teaching and learning pedagogy within EYFS aim to provide each and every child with a well-balanced, stimulating and meaningful learning experience.

6.2. Within The Circle Trust, this is done by:

6.2.1. Providing children with a nurturing environment in which they feel safe and secure to learn.

6.2.2. The regular identification of training needs for all adults working in the EYFS to develop the understanding that Teachers and Assistant Teachers have of how children in EYFS develop and learn, and how this must be reflected in their teaching

- 6.2.3. Implementing a carefully planned curriculum that helps children achieve the objectives by the end of the EYFS; well-planned medium term plans and weekly planning based around the seven early learning goals
- 6.2.4. Regular monitoring of work to evaluate its impact on pupils' progress and their wider social, personal and emotional development
- 6.2.5. Continuous monitoring of records and books to provide feedback for teachers so that they can identify next stages of learning and improve their practice
- 6.2.6. Peer observations across EYFS and Key Stage 1 to develop a better understanding of the curriculum in different year groups, share teaching skills and good practice and enable EYFS practitioners to ensure pupils are ready for Year 1
- 6.2.7. Regular lesson observations and learning walks by leadership and those with subject responsibilities to ensure consistency, share good practice and to provide feedback to promote school improvement
- 6.2.8. Encouraging the partnership between teachers and parents/carers that helps our children to progress in all areas of the curriculum and helps them to feel secure at school and to develop a sense of well-being and achievement
- 6.2.9. Providing home learning opportunities which are appropriate for the age group and engaging for both parent and child
- 6.2.10. Providing supporting and interactive learning environments which provide extensive learning opportunities for children
- 6.2.11. Establishing good relationships between schools and the other educational settings in which the children have been learning before joining our school

7. Inclusion at the Foundation Stage

- 7.1. The Circle Trust believes that all children matter. Schools in the Trust give children every opportunity to achieve their best by taking account of their wide-ranging life experiences when planning for their learning.
- 7.2. Within EYFS, schools have realistic but high expectations that challenge the children so that every child achieves to their best of their ability. Schools help them do this by planning to meet the individual needs of every child as well as the needs of different groups of learners. These include boys and girls, children with SEND, children from all social and cultural backgrounds including those entitled to free school meals, children from different ethnic groups and of those from diverse linguistic backgrounds. Schools meet the needs of all their children through:

- 7.2.1. Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence.
- 7.2.2. Using a variety of teaching strategies that are based on children's learning needs.
- 7.2.3. Providing a wide range of opportunities to motivate and support all children, and to help them to learn effectively.
- 7.2.4. Offering a safe and supportive learning environment, in which the contribution of all children is valued.
- 7.2.5. Employing resources that reflect diversity, and that avoid discrimination and stereotyping.
- 7.2.6. Planning differentiated activities that challenge all children, their educational needs and cater for their ability.
- 7.2.7. Monitoring children's progress and providing support where necessary (such as speech therapy, 1:1 support).
- 7.2.8. Identifying and informing the SENDCo of any concerns, seeking advice where necessary.
- 7.2.9. Identifying groups of learners within our setting and ensuring that all groups and individuals are planned for effectively and make good progress.
- 7.2.10. Regular data analysis, which enables practitioners/leaders to identify individual needs and groups of learners' needs.

8. Assessment

- 8.1. Assessment within EYFS is an important and valuable tool which helps teachers to identify the needs of individual children and groups of learners in order to plan the next steps of their learning.
- 8.2. Schools within The Circle Trust use the EYFS handbook. This is a nationally employed assessment tool which outlines the objectives within each of the seven areas of learning. This document is a vital tool when planning for and assessing children's progress and attainment. This is done by reference to the appropriate statements in Development Matters, which lists all the age appropriate objectives within each of the seven areas of learning.
- 8.3. Tracking pupil progress informs planning and next steps for individual children, identifying those who are performing at the expected level, those who are below and those who are above the expected level each term.

8.4. Assessment in EYFS takes the form of observations of child-initiated activities at school, evidence from home and evidence gathered from teacher directed tasks.

8.5. Baseline Assessments:

8.5.1. In order to measure children's progress between YR and Y6, during the first few weeks in Reception the teacher assesses the ability of each child on entry. A brief initial assessment of their knowledge of number and sounds is followed by a baseline assessment of the seven learning areas through well thought out learning opportunities and observations.

8.5.2. Baseline observations are informed by the document 'Individual Child Profile: Development Matters in the EYFS (EYFS)'. These baseline assessments are completed as soon as possible and no later than the first half term for each child.

8.5.3. Baseline assessments allow schools to identify patterns of attainment within the cohort and to plan for individual children and groups of children. This information is used to inform planning and set targets for the children.

8.5.4. Schools use a statutory national baseline assessment. The National Foundation for Educational Research (NFER) is the Department for Education's contracted provider of the new reception baseline assessment. The assessment will be used as a baseline for measuring the progress primary schools make with their pupils. It is a practitioner-led, activity-based, assessment of children's attainment in early literacy, communication and language and early mathematics skills.

8.6. Observations and Continuous Assessment in EYFS:

8.6.1. Throughout the year a range of learning and assessment opportunities are planned for. Through observations and by collecting evidence schools are able to establish which objectives and Early Learning Goals each individual child has achieved. Both progress and attainment can then be monitored.

8.6.2. Pupil Profiles: schools use Development Matters in the EYFS (EYFS) and update tracker grids. Records of children's learning journeys are kept through Target Tracker and from evidence and observations schools are able to plan for next steps in each child's learning journey. The teacher keeps records for each child and examples of each child's work, showing developmental stages and progression. Target Tracker reports are shared with parents every half term and observations about children discussed during parents and carers meetings.

8.7. Ensuring Quality Data – Moderation:

- 8.7.1. In order to ensure quality baseline assessment, Reception teachers work together for agreement trialling and moderation to ensure data is agreed and that teachers' judgements are robust and accurate. Training by Wokingham Borough Council, internal moderation with Senior Leaders and external moderation are important parts of this process.
- 8.7.2. Schools hold two moderation meetings to which practitioners are asked to bring along work samples to be moderated before end of year data is finally submitted to Wokingham Borough Council. In addition to this, an external moderation may be undertaken by the Local Authority. After all the data is collected and moderated these assessments are analysed by the Local Authority.
- 8.7.3. All information and assessments are passed on to the child's next teacher who uses this information to plans for the year ahead. This information is shared at the end of the year with parents when they receive their child's report.

9. The role of parents and carers

- 9.1. The Circle Trust believes that all parents and carers have an important role to play in the education of their children. Therefore, their role is recognised by:
 - 9.1.1. Visits by the teacher to all children in their home setting prior to them starting school.
 - 9.1.2. Some visits by the teacher to children's nurseries prior to them starting school.
 - 9.1.3. Offering parents and carers regular opportunities to talk about their child's progress through an open-door policy and through Parent/Teacher meetings.
 - 9.1.4. Encouraging them to support their child in home learning activities.
 - 9.1.5. Encouraging parents and carers to talk to the child's teacher if there are any concerns.
 - 9.1.6. Providing various activities that involve parents and carers such as inviting parents and carers to curriculum meetings, SEND meetings in order to discuss the kind of work that the children are undertaking in class and how they can continue to work with their child at home.
 - 9.1.7. Parents receive an annual written report on their child's attainment and progress at the end of the school year.

10. Welfare of Pupils

10.1.1. The class teacher is responsible for the pastoral care of each child as well as the academic side of school life. Assistant Teachers support the class teacher in this important role.

10.1.2. The school's named First Aider and two members of the EYFS teaching team are qualified in Paediatric First Aid. Members of EYFS staff have first aid training.

10.1.3. Medication will be kept in the school office, well out of reach of pupils and administered in accordance with the Medicines in School Policy.

10.1.4. Each school complies with [The Circle Trust Behaviour Policy](#)

10.1.5. Physical intervention is only permitted to avert immediate danger of injury to self or others. Such occasions will be recorded and reported to the Local Advisory Board. Parents will be informed on the same day or as soon as reasonably practicable.

10.1.6. All safeguarding and child protection concerns will be reported to the Designated Safeguarding Lead and procedures followed in accordance with [The Circle Trust's Safeguarding Policy](#).

10.2. Parents/ Carers working with young children:

10.2.1. All parents/Carers that work with children on a 1:1 basis are required to have a DBS check.

10.2.2. If a DBS check is not obtained Parents/Carers must always be under the supervision of a member of staff whilst in the school. This includes time spent on school trips.

10.2.3. Parents/ Carers must not take photographs of any child.

11. Transition to Year 1

11.1. Towards the end of the Reception year, the teachers will begin to prepare the children for the more formal education which they will receive in Year 1.

11.2. Schools do this by:

11.2.1. Gradually moving the timetable in the summer term to one more akin to that of Y1.

11.2.2. Preparing the children with daily guided reading sessions, similar to those in Year 1.

11.2.3. Allowing the children to spend time in the Year 1 classrooms with Year 1 staff – more frequently for those children with special needs.

- 11.2.4. Scheduling a 'Meet the Teacher' day towards the end of the summer term, when all classes will spend part of the day with their new teacher in their new classroom.
- 11.2.5. Presenting to parents the expectations for a child in Year 1, the differences in timetable, homework and learning.
- 11.2.6. Allowing time for the teachers of the existing classes to 'handover' to the Year 1 teachers, giving information on family background, learning styles, friendship groups, academic ability, progress achieved through the year etc.
- 11.2.7. Ensuring there is an open-door policy for any concerns the parents and/or children may have.