



LANDAU
FORTE
ACADEMY
MOORHEAD

Policy Name	Early Years Foundation Stage (EYFS) Policy
Policy Number	POL007
Date of Issue	November 2018
Author	Mrs A Eggleston
Reviewed by	Miss C Robinson
Date of next review	January 2023

Review date	By whom	Summary of changes made	Date implemented
January 2022	Miss C Robinson	Policy updated to reflect legislation changes	January 2022

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.

In our EYFS we ensure that we are:

- Caring for the whole child, their health, both physical and mental, their feelings, thinking and spiritual development.
- Ensuring each child has the opportunity to develop the skills, knowledge and understanding to achieve success and to build a thirst for lifelong learning.
- Teaching the foundation of reading, writing and maths that will develop the basic skills and also enable access to the wider curriculum.
- Providing a stimulating environment, indoors and out, providing many opportunities for children to be curious, ask questions and to be eager to discover and learn.
- Providing opportunities and time for children to pursue their own interests and time to interact and share with others.
- Providing opportunities for each child to make choices and decisions to develop their independence.
- Providing multi-cultural experiences including resources and stories which reflect different cultures and values.
- Creating a purposeful atmosphere, where teachers can focus on teaching and pupils learning.

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

At Landau Forte Academy Moorhead we have 45 full time places for Reception children and the children are taught by two teachers and supported by two EYFS practitioners.

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 seven areas of learning and development that are equally important and interconnected. 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

The children's topics are based on the Cornerstone curriculum themes, which enables exciting, challenging and real learning for our young children.

4.1 Planning

The EYFS at Landau Forte Academy Moorhead provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Moorhead look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of learning and development. In order to do this staff working with the youngest children are expected to focus strongly on the 3 prime areas.

In Planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where 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. Staff

respond to each child's emerging needs and interests, guiding their development through warm positive interaction.

Children learn through:-

- Playing and exploring
- Learning actively
- Creating and thinking critically

Teachers make professional judgements about the balance between activities led or guided by adults and those led by children.

- Adult directed activities are those which are directed by the adult and can be useful in the teaching of specific skills such as demonstrating how to use tools or equipment.
- Adult guided activities are those which the adult initiates. These activities are often playful or experimental. They are open ended and should motivate a keen interest in learning.
- Child initiated experiences take place within an environment the adult has set up and planned but will be wholly decided upon by the child, based on the child's own motivation and remains under the child's control.

Children have daily access to well-planned stimulating learning environments, indoors and outdoors. These environments give children opportunities to be active and physical and also quiet and reflective. The Early Years environment – inside and outside is viewed as a whole, providing different areas where resources, materials and activities are freely and easily accessible.

The areas of learning in the environment include:-

- Role play area
- Book area
- Craft area
- Maths area
- Investigation area
- Construction area
- Malleable/ fine motor area
- ICT area
- Sand/water area
- Reflection area

It is important that there are learning opportunities both inside and outside for the acquisition of gross motor skills, taking risks, fostering love of nature and the environment and large play which is not always possible indoors

5. Assessment

At Landau Forte Academy Moorhead, 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 Statutory Baseline Assessment (RBA, May 2021).

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 or discussions 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.

6. Working with Parents

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At Landau Forte Academy Moorhead, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children attend prior.

- During the last half term all new starters are invited to bring a packed lunch into school once a week and spend the lunchtimes in school.
- The children are invited into school for visit days to get to know the staff and the environment
- We outline the schools expectations at the new parent meetings
- We visit children within their FS1 setting.
- We hold 1:1 meeting with children and their families in their home environment
- We hold a consultation meeting prior to the children starting school, so we know the children really well.

At Landau Forte Academy Moorhead, we recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to the accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Being flexible in arrangements for settling children in
- Meeting with parents of reception children to discuss progress
- Inviting parents to share their child's learning journal and see a range of work
- Through the use of Tapestry, an online learning journal which parents can add to and access at home
- Encouraging parents to make use of the home school communication system Class Dojo, which can be accessed by a member of staff at all times.
- Inviting parents in the school to share their specialised skills
- Inviting parents to attend stay and play sessions and celebration assemblies

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

7. Guidance and Feedback

CI- Child Initiated activity

GA- Guided activity

I- Independent

CT- Class Teacher supported

TA- LSA supported


NS- Next step

Short date in top right corner

Next steps in green

Comments (if needed) in pink

This is in addition to the school guidance policy

Spelling Mistake	<p style="text-align: center;">sp</p> <p>Word underlined with 'sp' circled next to the incorrect spelling. Correct spelling written at end of work for child to practise.</p>
Capital letter / full stop	<p style="text-align: center;">CL .</p> <p>Missing capital letter or full stop is marked CL or . Children should be encouraged to add them correctly.</p>
Punctuation Error/Missing	<p style="text-align: center;">P</p> <p>Missing punctuation is marked with a P. Children should be encouraged to add the correct punctuation.</p>
Finger space	<p style="text-align: center;">F/S (or draw a finger outline)</p> <p>Missing finger space is marked, if appropriate children rewrite the words/sentence.</p>
Grammatical Error in inaccurate use of Standard English	<p style="text-align: center;"></p> <p>Underline mistake using a wobble line.</p>
Work is correct	✓
Work is incorrect/mistake	•

8. Safeguarding and Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

9. Monitoring and Review

The Head Teacher, EYFS Leader alongside the designated EYFS Governor are responsible for monitoring and evaluation of the Early Years provision and learning. This information is used to inform teaching and learning, staff training and development and the School Improvement Plan.

Date: January 2022

Review Date: January 2023

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 missing child policy
Procedure for dealing with concerns and complaints	See complaints policy

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Date	March 2019
Change Made	Version 2.0
Made By	Miss C Robinson