newcollaborative Learning Trust

Early Years Foundation Stage

Version 1

This policy has been implemented after consultation with relevant recognised trade unions.

This policy applies to all NCLT primary institutions.

CONTENTS

Paragraph Number	Heading	Page Number
1.0	Policy Statement	2
2.0	Scope	2
3.0	Legislation, statutory requirements and statutory guidance	2
4.0	Arrangement	2
5.0	Organisation and responsibilities	3
Appendix		4

1.0 EYFS Policy Statement

"Every child deserves the best possible start in life and support to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance."

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

2.0 Scope

This policy applies to all staff working within Early Years and management responsible for the oversight of these settings. This includes the following year groups within EYFS: two year old provision, Nursery and Reception. It also includes wraparound care and specialist educational provision for children within these year groups.

3.0 Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Early years foundation stage (EYFS) statutory framework
- The Equality Act 2010
- Keeping Children Safe in Education
- Special Educational Needs and Disability (SEND) Code of Practice
- DFE Development Matters (Non Statutory Guidance)
- Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage

4.0 Arrangement

Learning and Development Requirements

Our EYFS learning and development is made up of the seven areas of learning and development, as set out in the educational programmes described with the statutory framework referenced above. Our educational programmes involve activities and experiences that enable children to learn and develop, as set out under each of the seven areas of learning.

We are ambitious for all children. We consider the individual needs, interests, and development of each child in our care. We use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. When working with the youngest children we ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

We offer a creative, broad and balanced curriculum which develops children's own interests from starting points. Teaching and learning is underpinned by the characteristics of effective learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We have a well-trained, skilled team of practitioners who help every child achieve the best possible educational outcomes. Children build attachments with their key person to support the development of their confidence and well-being. The key person also promotes children's learning by developing a deep understanding of their individual needs and children particularly benefit from their modelling and support.

Assessment

Robust assessment plays a key role in recognising children's progress, understanding their needs and planning activities and support for individuals. Assessments draw on knowledge from skilled staff and parents' knowledge of children and has a focus on understanding the child and their needs and next steps.

On going assessments, including day to day observations, inform planning and next steps.

Summative assessment includes the Two-Year-Old Progress Check, The Reception Baseline Assessment and The Ealy Years Foundation Stage Profile. Other in school assessment, include one entry baselines yearly, termly data collection and tracking.

Safeguarding and Welfare

Our children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them.

We create a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence. We take all necessary steps to keep children safe and well. These include procedures for:

- Safeguard children.
- Ensure the people who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

5.0 Organisation and Responsibilities

Headteacher

- **Responsible for ensuring the EYFS lead has the relevant training and support needed for teaching and learning.**
- **Responsible for monitoring moderation and judgements are correct and ensuring data submission to the LA is reflective of the cohort.**
- **Ensuring that staff are up to date with relevant CPD, safeguarding and welfare information.**

EYFS Lead

- **Responsible for leading the team under the Statutory guidance and ensuring that all relevant risk assessments, procedures and methods are in place.**
- **Tracking and monitoring assessment and progress across all EYFS year groups.**
- **Ensuring welfare and safeguarding protocols are in place and adhered to**
- **Keeping up to date with relevant changes in legislation and offering relevant CPD and support to the team.**

EYFS Class Teachers/Lead Early Years Practitioners

- **Responsibilities to plan and implement teaching and learning through continuous provision.**
- **Use the characteristics in learning within their planning.**
- **Plan for the needs of individuals and ensure that they make progress from starting points**
- **Foster relationships with parents and carers**
- **Liaise with external agencies when needed**
- **Report pupil progress and implement interventions to support individuals**
- **Moderate within the school team, learning community and local authority**

Nursery Practitioners/Nursery Nurse/Teaching Assistants

- **Work under the guidance of lead practitioner and class teacher to ensure parity in teaching and learning**
- **Offer support for individuals in whole class, group work and interventions**
- **Make and discuss observations and assessments of teaching and learning**
- **Ensure that reporting of incidents and concerns is done following school protocol**
- **Report anything in the environment in a timely manner to the site team**

SENCo

- **Support EYFS team with links to external agencies**
- **Ensure that children are fully supported within class and that relevant resources and CPD is in place**
- **Discuss interventions and support when needed**
- **Discuss progress at pupil progress**

Safeguarding Lead

- **Ensure staff are fully up to date with legislation and training**
- **Provide support for EYFS leads and class teachers**
- **Liaise with external providers for relevant support and referrals.**

SMSA's

- **To work with class teacher to understand the needs of any individuals and support them within their role. Needs include SEN, dietary and medical.**
- **Report back to class teacher any incidents that may have occurred.**

Wraparound care

- **Plan and deliver activities that are relevant for the age group.**
- **Use continuous provision both indoors and outdoors to provide a safe and familiar environment**

- **To work with class teacher to understand the needs of any individuals and support them within their role. Needs include SEN, dietary and medical.**
- **Report back to class teacher any incidents that may have occurred.**

Site Supervisors/Site Team

- **Work with the EYFS to ensure that environments are safe and all areas have been identified on the risk assessments**
- **Be time efficient in dealing with anything that is reported**

Site specific work instructions and risk assessments are in place to ensure the EYFS policy is implemented effectively across all three Primaries. These are on the Primary SharePoint.