



POLICY FOR EYFS

Blenheim Park Academy



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1. Aims

The Reception year aims to provide every child with a feeling of security, being valued and the confidence to explore new learning. The Reception year is unique in that it can set the tone for their time through education and life.

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide 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/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 which became mandatory on 1st September 2021.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Blenheim Park Academy children are admitted to reception in the September following their fourth birthday.

The Reception aged children are taught in a mixed Year R/1 class. The class teacher arranges the learning areas and plans lessons to meet the needs of the different year groups.

4. Curriculum

In Reception, we follow the curriculum as outlined in the 2021 statutory framework for the EYFS. Through the curriculum and the learning environment, children are taught the skills to become independent and collaborative learners.

Our curriculum is broad and balanced and designed so that children will develop personally, socially, emotionally, spiritually, physically, creatively and intellectually.

Our Curriculum is based on the following principles:

- It builds on what our children already know and can do
- It ensures that no child is excluded
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment

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

Staff plan a range of activities and experiences that enable children to develop and learn effectively. There is a strong focus on the three prime areas. Staff reflect and cater for the different ways that children learn, their individual needs, interests, and stage of development of each child.

Where a child may have a 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.

The features of effective teaching and learning are defined in our policy on teaching and learning. They apply to teaching and learning in the Early Years just as well as the teaching and learning in Key Stage 1 or 2.

The more general features of good practice in our academy that relate to the Early Years are:

- The understanding that teachers have of how children develop and learn and how this must be reflected in their teaching
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Reception.
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning and to develop their independence and self-management
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents and carers
- The good relationships between the academy and the other educational settings in which the children may have been learning before joining us.
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve
- The regular identification of training needs for all adults working in Reception.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

4.3 Enabling Environments

We define an enabling environment as a rich and varied space where risks are minimised and well managed, and children are protected from harm and abuse. Within our environment: -

- Children have daily access to an indoor and outdoor environment. These spaces are set up in discrete areas of learning with planned continuous provision.
- Children can independently access a variety of age appropriate activities and resources.
- Children have access to materials and equipment that reflect their interests, the local community and the wider world.
- Children are encouraged to select their activities
- Children have the opportunity to do things/play in different ways and on different scales.
- The resources and spaces are safe to use and checked regularly.

5. Assessment

Ongoing assessment is an integral part of the learning and development process. Within the first 6 weeks of joining reception class, children are assessed using the Reception Baseline Assessment https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868099/2020_Assessment_Framework_Reception_Baseline_Assessment.pdf

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 /carers.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment is undertaken through observation, and this involves both the teacher and other adults, as appropriate. Our assessments are recorded and stored in a paper learning journey document individual for each child.

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 results of the profile are shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers. Staff are always available to speak with parents/carers to discuss their child at the start or end of the day or at a mutually convenient time.

Parents/carers are informed of their child's progress and development through termly progress reports either in writing or at parent/carer meetings in line with the rest of the academy.

We use Class Dojo to regularly communicate with parents/carers and update them on what their child has done both individually and as part of the whole class. Parents/carers use Class Dojo to upload learning and activities that have taken place outside of the academy.

At the end of the EYFS, the EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

8. Monitoring arrangements

This policy will be reviewed annually by Lorraine Starr - Lead Teacher EYFS/KS1. At every review, the policy will be shared with the Local Governing Board.

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 child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy