



POLICY FOR EYFS

Blenheim Park Academy



Document Detail	
Category	Statutory
Department	Blenheim Park Academy
Responsible Officer	Headteacher of Blenheim Park Academy
Status	Approved (v2) <i>LM Cook</i>
Reviewed on:	Term 1 2023
Next review:	Term 1 2024

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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 sets the tone for each child's experience through education and beyond.

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 their education and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or 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 \(EYFS\)](#) for 2023. 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

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. Three 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

The focus in the EYFS is on planning from children's interests. Planning often begins from a discussion of observations made of the children, focusing on their interests, obsessions and passions. From this, the class teacher, with input from the early years support 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 ensure their provision and activities planned, cater for the different ways that children learn, their individual needs, particular interests, and their differing stages of development of each child.

Support staff regularly feed back to the class teacher about each child's achievements. Next steps are implemented to ensure all pupils make good progress.

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 as well as the teaching and learning in Key Stage 1 and 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, via the online platform Dojo, observations and photographs in each child's Learning Journey journal, and parent consultation meetings.
- 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 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.

5. Assessment

At Blenheim Park Academy, ongoing assessment is an integral part of 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 Reception Baseline Assessment (RBA).

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 discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with our Trust academies, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

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.

Examples of the children learning is shared on the online platform, Class Dojo. Parents are updated most days on what their children are doing, either individually or as a part of a group.

Parent/carers are encouraged to upload pictures in Dojo showing their child engaging in learning at home. These are sent straight to the class teacher who can record them.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils
 - We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years through general discussions during snack time, as well as targeted lessons in PSHE. These include: -

- The effects of eating too many sweet things
- The importance of brushing your teeth

Our safeguarding and welfare procedures are outlined in the academy's Safeguarding and child protection policy.

8. Monitoring arrangements

This policy will be reviewed, and approved by the Early Years Lead and Headteacher every year during the first term.

At every review, the policy will be shared with the 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	Safeguarding and child protection policy
Procedure for responding to illness	Health and Safety policy First Aid Policy Supporting Pupils with Medical Conditions policy
Administering medicines policy	Supporting Pupils with Medical Conditions policy
Emergency evacuation procedure	Health and Safety policy Fire Evacuation Plan
Procedure for checking the identity of visitors	Safeguarding and child protection policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding and child protection policy CME procedures Norfolk Children Missing Education policy.
Procedure for dealing with concerns and complaints	Complaints policy