



CARLINGHOW ACADEMY

EARLY YEARS FOUNDATION STAGE POLICY

Approved by:	Marie Fishwick		
Responsible department:	SLT		
Last review date:	Sept 23	Last reviewed by:	R.Wilkinson
Last updated:	March 24	Last updated by:	M. Fishwick
Next review due :	Sept 24		

Rationale

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage 2021](#).

At Carlinghow Academy, the Early Years Foundation Stage currently consists of two year old provision - Little Explorers, a Nursery class and a Reception class.

We admit children from the term following their 3rd birthday until they reach full-time school age to Early Years where both part-time and full-time children may be based together. We also offer additional sessions, charged beyond the free entitlement.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

EYFS Statutory Framework, DfE 2021

Carlinghow Academy will comply with all current legal requirements contained in the Early Years Foundation Stage statutory framework.

Equal Opportunities

Our school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our school is clear about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

The school will consider what reasonable adjustments need to be made to enable these pupils to participate fully and safely on school trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. In doing so, pupils, their parents and any relevant healthcare professionals will be consulted.

Aims

Carlinghow Academy will provide children with a secure and confident start to their education in order to nurture a lifelong love and enjoyment of learning.

We are fully committed to the purpose, aims and intended outcomes of the Early Years Foundation Stage framework outlined below;

Unique Child

- To provide a broad and balanced curriculum that supports and challenges all areas of development and is relevant to all children's unique needs and abilities.
- To support the physical, emotional, mental, social, environmental and spiritual wellbeing of all children.
- To ensure the provision reflects the wide range of varied interests of the children and the importance of play.

Positive Relationships

- To promote professional, caring relationships which respect and acknowledge the feelings of all children.
- To value and respect all individuals and communities.
- To develop positive and trusting relationships with all children.
- To work in partnership with other settings, professionals and the community to support children's development and progress.

Enabling Environments

- To provide a safe and secure environment for all children.
- To provide a rich and stimulating learning environment that supports and promotes active learning and creative critical thinking.
- To value and promote the importance of outdoor learning opportunities.
See Outdoor Play Policy.
- To work closely with staff to ensure continuity and progression when children enter KS1.

Learning and Development

The classrooms are carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

Curriculum

Our Early Years Foundation Stage follows the curriculum as outlined in the 2021 statutory framework of the EYFS.

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

Assessment and Reporting

At Carlinghow Academy, 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. Practitioners also take into account observations shared by parents and/or carers.

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 under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:

Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:

For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children

For all other classes, we have at least 1 member of staff for every 13 children

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

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 by following the Jigsaw programme 'A healthy me.' Where we discuss the effects of eating too many sweet things and the importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

Taken from the Assessment Policy: Reception Baseline Assessment (RBA)

The Reception baseline assessment (RBA) - essential for building a fairer progress measure for primary schools - is an assessment that must be administered in all primary, infant and first schools in England to pupils attending Reception classes.

It became statutory from September 2021.

The assessment is short (the majority take less than 20 minutes to administer), interactive and practical, covering early mathematics, language, communication and literacy. Pupils use practical resources to complete the tasks and teachers record the results on a laptop, computer or tablet.

Teachers will administer the assessment in normal teaching time, recording the outcomes digitally. It should sit alongside the important activities that takes place during the first term of Reception.

School Baseline Assessments will be completed in Little Explorers, Nursery and Reception and are based on:

- Home visits / Nursery visits
- Observation
- Adult-Led activities
- Enhanced provision
- Discussions with parents / carers

- Leuven scales and Characteristics of Effective Learning

Baseline assessments should be completed in the first six weeks of Reception. Baseline data will be added to Arbor - the online system used to track age related statements for the 7 areas of learning. These judgements are based on evidence gathered through observation of children's play/learning (80:20 ratio of child initiated: adult lead).

From baseline assessments, GLD projections should be completed in Reception and tracked throughout the year.

At the end of Reception all children will be assessed against the ELGs as emerging or expected for each of the 17 aspects of learning as set out in the EYFSP. Judgements should be made in accordance with the profile handbook and judgements will be moderated both in-house and at central moderation events.

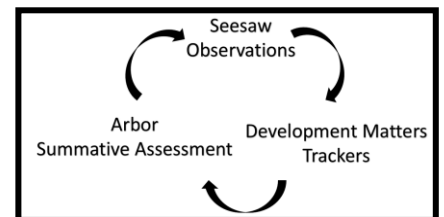
GLD (good level of development)

A GLD by the end of Reception relates to children who have achieved at least 'expected' in all of the prime areas of learning as well as reading, writing and maths. Parents and carers are informed whether their child has reached a GLD in the end of year reports.

Ongoing Assessment in EYFS

Children's progress and attainment is tracked against Development Matters age related statements for the 7 areas of learning (prime and specific), and the characteristics of effective learning (CoEL). These judgements are based on evidence gathered through observation of children's play/learning (80:20 ratio of child initiated: adult lead).

EYFS staff will complete regular observations of the children and record these on Seesaw. These are shared with parents and are used to inform next steps, ongoing assessment and will be used as evidence of children's progress. EYFS staff will track children's progress using Development Matters paper trackers, using Seesaw observations to inform judgements and team moderation. Teachers will then use the trackers to inform judgements of summative assessments on Arbor.



Working with Parents/Carers

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

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. **See Key Person Policy.**

Conclusion

We will provide high quality Early Years education and care in accordance with the statutory requirements and guidance for EYFS. This will build a secure foundation for children's future learning and support each child individually to fulfil their own potential.

This policy will be reviewed and approved by the governing body annually.