



Early Years Foundation Stage Policy 2022

Adopted by
Highfields Academy on

Approved by:

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a 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 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 [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

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

3. Structure of the EYFS

Preschool

Highfields Academy provides education for pupils from ages 2 – 11. The preschool is based in a modular building adjacent to the main school. The building is split into two rooms. The Caterpillar Room is for 2 year olds and early 3 year olds and can accommodate up to 14 pupils. The Butterfly Room is for older 3 year olds and 4 year olds and can accommodate up to 24 pupils. Staffing ratios are 1:8 for older pupils, and 1:4 for 2 year olds.

Preschool sessions run from 9.00am to 12.00pm and from 12.45pm to 3.45pm. Pupils also have access to a lunch club which runs from 12.00pm to 12.45pm.

Places can be offered for 2, 3 and 4 year olds that are funded by Cheshire East's Free early education entitlement (FEEE) 15 hours universal and 30 hours extended funding for those families who are eligible.

All sessions, with the exception of lunch club, can be paid for using Cheshire East Free Early Entitlement Universal or extended funding.

Main School:

The school has one intake per year that commences on 1st September. It's Published Admission Number (PAN) is 30. Pupils who attend the preschool still need to apply for places in the main school as explained in the Admissions Policy. The school day for the Reception Class runs from 8.50am to 3.25pm. This class is led by a qualified teacher with the full time support of a teaching assistant throughout the year.

4. Curriculum

The early years setting 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, 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 four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Staff plan activities and experiences, both indoors and outdoors, for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the three prime areas.

Staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

The Development Matters framework is used to help design an effective early years curriculum. Development Matters is for all early years practitioners, for childminders and staff in nurseries, nursery schools, and nursery and reception classes in school. It offers a top-level view of how children develop and learn.

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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The children are given opportunities throughout

the year to learn indoors and outdoors. The children have access to their own outdoor area which they use on a daily basis.

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.

From the first few weeks in Reception, the children will receive daily phonics lessons using the Little Wandle systematic synthetic phonics programme (SSP) developed for schools by schools. It is based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing the children to go beyond the expectations of the Year 1 Phonics Screening Check.

4.3 Special Education Needs and Disabilities (SEND)

At Highfields, we believe that all our children matter and that we give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

If we identify that a child that has additional needs we follow the guidelines that are described in the Code of Practice. We plan differentiated activities that enable all children to access the curriculum. 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 (for example speech therapists, school doctors, health visitors and social workers) where appropriate.

5. Assessment

At Highfields 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. These are created and shared through the online learning journal, Tapestry.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the three prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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:

- Expected - working at an age appropriate level
- Emerging - working below the expected level

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

From September 2021, the government introduced a statutory reception baseline assessment (RBA). RBA is an activity-based assessment of pupils' starting points in language, communication and literacy, and mathematics.

The RBA is a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop. It will not be used to label or track individual pupils. Schools will be required to carry out the assessment within the first six weeks of pupils starting reception. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term. Assessment based on all areas of the Development Matters Framework also takes place continuously throughout the Foundation Stage.

6. Working with Parents

It is recognised 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 via Tapestry, written reports and parent's evenings, as well as informal conversations that occur daily. In addition, opportunities are provided for parents to come to events at Highfields that share the achievements of the pupils.

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.

Assessment is based on classroom observation, using the early learning goals, which can be found in the early years framework.

7. Safeguarding and welfare procedures

Safeguarding and welfare procedures are outlined in the school's safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead Teacher and Principal every three years, or sooner if changes in legislation are made.

At every review, the policy will be shared with the school's Local Advisory Board and the Trust's Board of Directors.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that the school must have according the EYFS statutory framework.

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