



# Early Years Foundation Policy 2024/2025

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## Document provenance

This policy was approved by:

Approver: Education Committee

Date of Approval: May 2024

Executive Leadership Team (ELT)

Owner: National Director of Primary

Date of Review: May 2025

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

## Summary of Policy:

This policy outlines how E-ACT Academies will work to ensure that all EYFS learners are provided with the best possible education to enable them to succeed and thrive at the Academy.

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# Early Years Foundation Policy 2024/2025

## 1. Aims

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 school 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) that applies from September 2021.

## 3. Structure of the EYFS

At E-ACT Blackley Academy, our Early Years provision includes a 39 place Nursery for 3 and 4 year olds and two Reception classes each with a space for 30 children.

*Our Nursery class has a large inside and outside space. The nursery is open term time between the hours of 8:35am – 3:15pm and more details can be found on our website.*

*Our Reception classes each have their own classroom as well as a large shared indoor and outdoor space.*

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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**

The EYFS at E-ACT Academies provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account 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. However, staff will always endeavour to adapt planning for the needs of individuals rather than apply a blanket differentiated approach.

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

#### **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. Our outdoor provision mirrors the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning.

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 E-ACT Academies, 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. Staff also take into account observations shared by parents and/or carers.

Within the first 3 weeks that a child **starts reception** staff will ordinarily administer the Statutory Reception Baseline Assessment (RBA, May 2021).

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 other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **6. Working with parents**

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional, and educational needs are addressed appropriately. At E-ACT Academies, transition is seen as a process, not as an event and is planned for and discussed with parents, children, and practitioners of the pre-school settings that the children of E-ACT Academies attend.

At E-ACT Academies we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- ❖ Showing respect and understanding for the role of the parent in the child's education
- ❖ Listening to accounts of their child's development and any concerns they may have
- ❖ Making parents feel welcome by being friendly, approachable, and having an open door policy
- ❖ Maintaining an on-going dialogue
- ❖ Being flexible in arrangements for settling children in
- ❖ Meeting with parents of Reception children regularly to discuss progress
- ❖ Inviting parents in to share their child's Learning Journal and see a range of work
- ❖ Through the use of Tapestry, an online learning journal which parents can access at home
- ❖ Encouraging parents to make use of the home/academy communication book which is looked at daily by an EYFS staff member
- ❖ Inviting parents into the academy to share their specialised skills
- ❖ Inviting parents to accompany staff on trips.

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.

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.

## **7. Safeguarding and welfare procedures**

It is important to us that all children in the academy are safe. We aim to educate children on boundaries, rules, and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children

should be allowed to take risks but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

### **8. Monitoring arrangements**

This policy will be reviewed by the ELT annually and the policy will be approved by the Education committee.

