

Ormiston Academies Trust  
Ormiston Meadows Academy  
Early Years Foundation Stage  
(EYFS) policy

Policy version control

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Policy type	Statutory and OAT Mandatory
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Approved by	Kelly Moore
Trust Board approval	OAT executive
Release date	September 2023, reviewed September 2024 (no changes)
Next release date	September 2025
Description of changes	Not applicable

## Scope of this policy

This is the Ormiston Academies Trust (OAT) EYFS policy which complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and follows the statutory guidance within the The Ormiston Academies family comprises primary, secondary and special schools, as well as a number of specialist bases/resourced provisions.

Within this document the term Early Years Foundation Stage (EYFS) applies to children in our Reception Class. Children start with us at the beginning of the school year in which they are five. At Ormiston Meadows Academy we aim to provide the highest quality education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

EYFS Lead– Mrs Tracy Fry

Further information is available on our school [website](#)

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## 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
- 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 statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. This policy also has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) updated 16 August 2017 'Supporting students at academy with medical conditions'
- DfE (2016) updated 2 April 2020 'Keeping children safe in education'
- DfE (2015) updated 21 February 2019 'Working together to safeguard children'
- DfE (2014) updated 19 September 2019 'Academy admissions code'

### 3. Structure of the EYFS

We provide a stimulating and safe environment both indoors and outdoors. Classrooms are set up into learning areas, where the children are able to find and locate equipment and resources independently. Children have free access to the outdoor area, which is also set up into learning areas. *This framework defines what we teach and we use the Development Matters Guidance to support our curriculum.*

### 4. Curriculum

Our early years setting follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from September 2021. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development, prepare pupils for their next stage of education and develop the whole child. 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 Page | 3 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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, practitioners 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. *We ensure there is a balance of child – initiated learning through continuous provision and adult led activities*

*There are designated times when the children come in together to be taught and we focus on Math, literacy, phonics, stories and topic work*

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. They also show ambitious intent for all children. Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

#### 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. 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 their next stage of education.

## 5. Assessment

*Daily learning is shared on tapestry via a snapshot of the day for all parents and specific observation when appropriate.*

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 or,
- Not yet reaching expected levels ('emerging')

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. The profile is moderated internally (referring to the Development Matters guidance and our own in school curriculum documents) 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

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Meetings with parents before their child starts school to share information about school and EYFS.
- Offering a home visit to all children before they start.
- Children have the opportunity to visit their new classroom and meet their new teacher prior to starting school, including 'stay and play' sessions.
- Parents are introduced to all key staff members and are encouraged to share information and concerns.

- Offering parents opportunities to talk about their child's progress and allowing free access to their Learning Journey folders as well as planned events to share them.
- Encouraging parents to contribute to children's Learning Journey folders with work or photos from home which are shared through Tapestry, or brought in when dropping their child off. We aim to make the parents aware that the learning that goes on at home is important and valued.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: 'Stay and Play' sessions, Maths/Phonics meetings, special assemblies, performances, sports day etc.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years through our curriculum, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Promoting good mental health
- The importance of a healthy body

We also teach E-safety across our EYFS in age appropriate ways. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the Senior Leadership Team every year. At every review, the policy will be shared with the governing board for ratification.