



Cross Farm Infant Academy

EYFS Policy

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Contents

Introduction	2
Our aims	2
Effective Early Years Education	2
Characteristics of Effective Learning	3
Planning	3
Admission Arrangements	3
Inclusion	3
Teaching	4
Special Educational Needs	4
Equal Opportunities	4
Safeguarding and welfare procedures	4
Focus Children	4
Reflecting the changes in EYFS assessment, we use a Focus Child Approach.	4
Parents as Partners	5
Observation, Assessment and Planning	5
The Learning Environment	6
Monitoring and Review	6
Appendix 1. List of statutory policies and procedures for the EYFS	6

Introduction

This policy outlines the provision Cross Farm Infant Academy offers to all its pupils aged four to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS). The Foundation Stage has its own framework and is therefore treated as a separate Key Stage.

Early childhood education is valued in its self and should not be seen merely as a preparation for the next stage in learning.

This policy has been informed by DfE documentation and Surrey Local Authority.

Our aims

Our Academy is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey. At Cross Farm Infant Academy, we believe in nothing but the best!

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four guiding principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Effective Early Years Education

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements. At Cross Farm Infant Academy, we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Therefore, practitioners should ensure that all children feel included, secure and valued. Early year's experiences should build on what the children already know and can do. No child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect.

To be effective, the early years curriculum should be carefully structured (recognising different starting points; relevant to levels of need). There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires high quality care and education by practitioner.

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

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring

- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into the classroom to help them develop their learning.
- Respond to new experiences that staff bring to their attention.

Active learning

- Begin to predict sequences because they know and understand routines.
- Begin to correct their mistakes themselves.
- Enjoying achieving what they set out to do.
- Keep on trying when things are difficult.

Creating and Thinking Critically

- Take part in pretend play. Use it to think beyond the 'here' and 'now' and to understand another perspective.
- Sort and put away toys and equipment.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems e.g., sharing out food.
- Feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Planning

At Cross Farm Infant School planning is divided into long term, (yearly overview) medium term (half- termly) and short term (weekly). Schemes of work illustrate the objectives being taught each term. Short term or weekly plans, show specific objectives to be covered and staff use 'planning in the moment' to follow children's interests and achieve these objectives. Precision teaching is planned for every week. Staff ensure that all children are encouraged to experience all areas of activity during the week, although they may not always experience them each day.

A mixture of directed and free choice activities are planned and children's choices are carefully monitored to ensure a balanced programme. The children begin by having free choice of activities for most of the session. This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage One, they are prepared for the Key Stage One framework.

Admission Arrangements

Children enter the Reception classes in September of the school year in which they are five. Places in the Reception classes are offered in accordance with Surrey Local Authority.

Inclusion

We value the diversity of individuals within the school. All children at Cross Farm Infant Academy are treated fairly whatever their race, gender, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. 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.

Teaching

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

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.

Special Educational Needs

Continual informal and formal assessments undertaken by staff provided opportunities to identify any special educational needs a child may have. As children all develop differently it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENDCO, and advice may be sought from other agencies e.g. Speech and Language Therapy Service. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning or their learning.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, sex, gender, creed, race, ethnicity, or ability.

Safeguarding and welfare procedures

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Child Protection and Safeguarding Policy is available [here](#).

- We promote good oral health, as well as good health in general, in the early years by talking to children about:
- The effects of eating too many sweet things
- The importance of brushing our teeth with fluoride toothpaste and what good oral hygiene means.
- Applying our healthy school approach when providing food and cooking opportunities in EYFS.
- Working with families to understand the importance of good oral health and the importance of visiting a dentist on a regular basis.
- Working with health professionals to support our oral health learning.

Focus Children

Reflecting the changes in EYFS assessment, we use a Focus Child Approach.

Each week a small number of children are chosen to be a focus child. During child-initiated learning time, adults will focus on these children to identify their progress/next steps and learning styles. Each child is a focus child twice a year, this resulting in parents having the opportunity to contribute and 1:1 consult with the teachers in a structured way each term. During each child's focus week, quality interactions and learning experiences are reflected on and used to inform next steps. These next steps and observations are recorded on "Tapestry" an online learning journey that will be set up for each child.

Evidence in children's online learning journeys supports all areas of the curriculum. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. Next steps will be shared and agreed between teachers and parents, and strategies provided to enable success at school and at home. Children with identified SEND will have individual targets set throughout the year which are regularly reviewed and discussed with parents. These targets will be linked to their intervention plan.

Parents as Partners

We value the involvement of parents in school. Parental involvement with school begins even before children start, with an invitation to visit the school, meet their child's teacher (who is your child's key person) and visit their classroom with their child. Reception parents are invited to a meeting in the summer term to provide them with essential information for the next academic year. Tapestry is also invaluable in providing contact and building up relationships between staff and parents. Throughout the summer holidays there are weekly updates and challenges for children to prepare them for starting school and parents are also invited to contribute to their child's Tapestry account.

A report is sent out at the end of the summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the teacher, EYFS Leader or Academy Head. Parents are kept informed of all happenings in the school by regular newsletters and Tapestry. Parents are also informed via notices on the window. They are invited to various assemblies, CLICs (Children Learning in Class) and functions throughout the year.

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning and a weekly overview is shared with parents. This fostering of the children's interests develops a high level of motivation for the children's learning.

At Cross Farm, 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 value 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.

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The teacher completes the profile at the end of the child's reception year and records each child's attainment level. This data is sent to County for analysis. The standardised scores are returned to the school for comparison with County and national scores. The child's next teacher uses this information to make plans for the year ahead.

Parents receive an annual report that offers comments on each child's progress in each area of learning and a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to parents at the end of the summer term. EYFS staff meet with their colleagues within the school and the academy regularly to quality control their moderation procedures.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Defined learning areas also support the children find and locate equipment and resources independently.

The Foundation Stage has outdoor areas, and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

A risk assessment is in place that covers the basic provision that we provide in the EYFS and ongoing verbal risk assessments are continuously discussed with the children to help them to take measured risks and keep themselves safe.

Monitoring and Review

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

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	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