



THE PRIORY
LEARNING TRUST

Early Years Foundation Stage (EYFS) Policy

Policies approved by the Board of Trustees

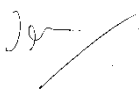
Signed: 

Name: Katie Dominy

Date: 2nd September 2021

Chair of Board of Trustees

Authorised for Issue

Signed: 

Name: Neville Coles

Date: 2nd September 2021

Chief Executive Officer

History of Policy Changes

Date	Version	Change	Origin of Change e.g. TU request, change in legislation	Changed by
May 2020	1	New statutory policy	Trustees' review of statutory polices	Lisa Dadds

This policy applies to The Priory Learning Trust and its schools.

Date policy adopted	September 2021
Review cycle	Annual
Review date	May 2022

Contents

1. Policy Statement	4
2. Overarching principles	4
3. The Foundation Stage Curriculum	4
4. Assessment	6
5. Policy Review	6

1. Policy Statement

The Foundation Stage applies to children from three years of age to the end of the reception year. The Foundation Stage is important in its own right, and in preparing children for later schooling as a child's experiences between birth and age five have a major impact upon their future life chances.. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage. The early years education we offer our children is based on the following principles taken from the September 21021 Statutory Framework for the Early Years Foundation Stage:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported quality and consistency.

The policy:

- Clarifies the legal requirement and responsibilities of The Priory Learning Trust (TPLT) and its schools.
- Clarifies our approach to EYFS in line with new statutory frameworks
- Gives guidance on developing and implementing and monitoring of EYFS

2. Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

3. The Foundation Stage Curriculum

Our Early Years curriculum is part of our whole school curriculum. There are seven areas of learning and development that shape our educational programmes. The three prime areas are;

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas through which the prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- Understanding the world
- Expressive arts and design

The curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals and with an awareness and understanding of Development Matters. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. The Early Learning Goals are mapped in line with the objectives in the National Curriculum. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or relieve anxious experiences in controlled and safe situations.

The more general features of good practice in our Trust that relate to the Foundation Stage are :

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage and be ready to begin the National Curriculum;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the relationships between home and school and the use of parental input prior to the children starting school and throughout their time at school;
- The high importance placed upon extending and developing vocabulary in all areas of learning;
- the identification of training needs of all adults working within the Foundation Stage.

4. Assessment

Children learn best when they have an adult who knows them well and knows the curriculum well. All practitioners in EYFS are clear about what we want children to know and be able to do at each stage of their learning journey. We make regular assessments of children's learning through interactions and we use this information to ensure that future planning reflects identified needs.

The Reception Baseline Assessment (RBA) is taken in the first six weeks in which a child starts reception.

In the final term of the year in which the child reaches age five the EYFS profile is completed for each child. This profile report must be shared with parents/carers and Year One teachers. The EYFS profile results are shared with the local authority.

All of this assessment is focussed upon noticing what children can do and what they know as well as identifying any children at risk of falling behind and quickly putting in place opportunities for children to catch up if necessary.

5. Policy review

This policy is reviewed annually by the Trust and where materially amended is consulted on, where necessary. We will monitor the application and outcomes of this policy to ensure it is working effectively.