



Siblands School

achievement, belonging, celebration


Early Years and Foundation Stage (EYFS) Policy

Our Vision:

Achievement, Belonging, Celebration:
Valuing every child through fostering independence,
inclusion, trust and support.

Our Mission

Supporting our learners to develop holistic skills for life.

Updated by:	Gemma Britton
Ratified by:	Local Governing Body
Ratification Date:	5 th October 2023
Review Frequency: <i>Annual, Bi-Annual</i> (Subject to Academy Trust or national policy change)	Bi-annual
Review Date:	September 2025
Related Policies:	Safeguarding and Child Protection Policy
Chair of Trust/Governor Signature:	
Equalities Impact Assessment date:	

Policy Statement

The Early Years Foundation Stage (EYFS) defines the legal requirements and standards for promoting the care, learning and development of children from birth to five years in Ofsted registered childcare provision.

This framework has been mandatory for all Early Years providers since 1 September 2012 and updated in September 2023.

Introduction

Our school values of 'Achievement, Belonging and Celebration' underpin every aspect of school life. The needs of the pupils are central to curriculum content, development, teaching and learning. New Siblands School provides an adapted EYFS curriculum and assessment system to meet the needs of all pupils up to the end of their Reception Year.

Principles and Requirements of the EYFS Framework

- The Safeguarding and Welfare Requirements, which ensure children are kept safe and have their welfare promoted.
- The Learning and Development Requirements that shape the activities and experiences that childcare providers offer children.
- The Assessment Requirements that detail how childcare providers monitor and plan for children's progress.
- The Early learning Goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

Four overarching 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 needs and help them to build their learning over time
- children develop and learn in different ways and 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.

Safeguarding

Robust and efficient Safeguarding systems are maintained throughout the school (see our Safeguarding Policy).

Context

At New Siblands School children may join the EYFS at age two and this is usually with an Education, Health and Care Plan (EHCP) in place from the Local Authority. This is not a requirement, however, and school staff can be part of the assessment process, which leads to the completion of an EHCP after the placement has started.

Children joining before the Reception Year may begin with a part time placement until they join their Reception year. The number of sessions is negotiated with the LA and the family to reflect the child's needs.

Aims

In the EYFS we aim to:

- Promote the safeguarding and well-being of pupils at all times, including reference to Safer Recruitment and Risk Assessment of Trips, Facilities and Equipment, PREVENT strategy, and Safeguarding, including Child Sexual Exploitation and Female Genital Mutilation.
- Provide a framework to meet the needs of all learners according to sensory, emotional, behavioural, physical and developmental needs, both inside and outside the classroom.
- Monitor and plan activities and experiences through regular and detailed formative assessments.
- Record learning in an online learning journal including examples of work and play, cross-referenced with the New Siblands Assessment tool and pupil's personal learning goals.
- Set personal learning goals in line with the pupil's Education, Health and Care plan and monitor them regularly.
- Engage pupils in a meaningful, enjoyable and memorable way; this will include visits and visitors, inside and outside play and special events, such as the Nativity play.
- Promote opportunities for meaningful inclusion and learning in the wider community.
- Value play and the development of play skills in line with individual developmental levels. This should be a mixture of adult-led and child-initiated play.
- Develop emotional and social skills, and understanding of appropriate behaviour.
- Promote the spiritual, moral, social and cultural development and by promoting fundamental British values.
- Value the creative development of pupils and foster a sense of wellbeing.
- Offer a wide range of opportunities for independent learning for pupils of all abilities.
- Celebrate and share the achievements of all pupils.
- Value the experiences and influences from home.
- Ensure effective transition into school through communication with parents, previous settings and professionals, as well as planning a managed, phased entry into school.

The EYFS learning and development requirements comprise:

The seven areas of learning and development; all areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These are the three prime areas: Communication and Language; Physical development; Personal, Social and Emotional development.

There are also four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are: Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

The **Early Learning Goals** summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year in mainstream settings.

Assessment and Evaluation of Data

Pupils at New Siblands School tend to operate at the earlier developmental stages and their rate of progress is often slower than mainstream pupils as they take longer to consolidate and generalise their learning.

Pupils are assessed on their personal learning goals which are linked directly to their education, health and care plan.

Moderation of Early Years Data

Teachers of pupils in Early Years meet throughout the school year to moderate Early Years assessments in-house, at 3 School Assessment Points (Terms 2, 4 and 6). Teachers take into account Early Learning Goals, although pupil learning targets are based on EHCP outcomes.

Moderation with other schools for children with special educational needs is led by the School Assessment Lead.

End of year moderation is organised and supported by the Early Years team at the Local Authority.

Formative Assessments

These take the form of frequent short observations of new or consolidated learning and are annotated with reference to a pupil's personal learning goals. We use Evidence for Learning software, in line with the rest of the school.

Photographs and pieces of work may also be included if they evidence the learning described.

The observations are saved in Evidence for Learning, which parents are able to access from home and into which they can upload their own photos and comments. Parents can be given a separate copy of this when their child finishes the Early Years Foundation Stage as a record of their child's interests, successes and achievements, but this is only done on request as parents continue to access this assessment portal throughout their child's entire time at the school.

References for this policy:

Statutory framework for the Early Years Foundation stage

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early years and childcare: Ofsted's enforcement policy

<https://www.gov.uk/government/publications/early-years-and-childcare-ofsteds-enforcement-policy>

Keeping Children Safe in Education Sep 2023:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf

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