



Early Years Foundation Stage (EYFS) Policy

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An academy within:



“Learning together, to be the best we can be”

1. Aims

1.1. This policy aims to ensure:

- 1.1.1. 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;
- 1.1.2. Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind;
- 1.1.3. A close working partnership between staff and parents and/or carers;
- 1.1.4. Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

- 2.1. This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.
- 2.2. This document also complies with our funding agreement and the articles of association of the Trust.

3. Structure of the EYFS

- 3.1. "All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential".

Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five (DfE, 2023).

- 3.2. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception Year. Endeavour Academy is a school that welcomes children from 3 to 19 years of age. Our Early years Foundation Stage provision



comprises of three learning environments:

- 3.2.1. We offer places for children aged 3-4 years from the term after their third birthday. All children are entitled to 570 hours of funding for this and therefore places are free of charge for all, regardless of income. Some 3 and 4-year-old children of working parents may be eligible for the extended 570 hours (these are additional to the universal hours). Information and eligibility criteria can be found at <https://www.childcarechoices.gov.uk/>

Foundation stage one is normally three terms attendance, commencing in the Autumn term after your child turns 3, which equates to one full school year before entry to Foundation stage 2 (Reception). For these three terms all children are entitled to 15 hours per week of free early education and school offers these over 5 days with morning or afternoon sessions. As mentioned above, this may be extended to 570 depending on family circumstance. After consultation with parents and considering a range of factors children may then move into our Foundation unit to work alongside our foundation 2 (Reception children). When this is the case children still attend school for 3 hour sessions as per entitlement.

Children start Foundation two (Reception) the September after they turn 4, and this is full-time education which becomes compulsory from the age of 5. Places for Foundation two are allocated by Nottingham Local Authority who will send a letter to your home address prompting you to make your application in the Autumn before your child is due to start. You are required to make three choices of schools ranked in order of preference and places are allocated considering catchment area, siblings, SEN needs and timing of your application.

- 3.2.2. All families need to apply for a Foundation 2 place via the local authority. Admissions pre-reception do not guarantee or influence allocations of places in reception as these are allocated by authority and not individual schools.**

4. Curriculum

- 4.1. At Endeavour Academy our curriculum has been designed to meet the educational programmes in the Statutory guidance for the early years foundation stage (EYFS). Our curriculum promotes the learning and development of all children in our care, ensuring they are ready for year 1.



- 4.2. Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.
- 4.3 The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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.
- 4.3 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
- 4.4 The EYFS learning and development requirements of the EYFS comprise of:
- The seven areas of learning and development and the educational programmes;
 - The Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year;
 - The assessment requirements of the EYFS.
- 4.5 The overarching principles set out in the statutory framework for the early years foundation stage (2021) shape our practice. These are;
- Every child is a **unique child**;
 - Children learn to be strong and independent through **positive relationships**;
 - Children learn and develop well in **enabling environments** with teaching and support from adults;
 - Importance of **learning and development**.

5. Characteristics of Effective Learning

5.1. As supportive practitioners, through our curriculum planning we nurture the Characteristics of Effective learning to occur. The characteristics of effective learning as outlined in the Statutory framework for the early years' foundation stage are:

- Playing and exploring
- Active learning
- Creating and thinking critically

5.2. At Endeavour Academy we use the Development Matters Non-Statutory curriculum guidance for the early years foundation stage (2023) to guide our curriculum planning and professional judgement, to build on strengths and meet the needs of our children. This document outlines seven key features of effective practice which Endeavour Academy embed within our practice. These are:

- The best for every child
- High quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents

6. Planning

6.1. At Endeavour Academy we 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.

6.2. 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.

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

7. Teaching

- 7.1. 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
- 7.2. 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.

8. Assessment

- 8.1. Ongoing assessments 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.
- 8.2. The Health Visiting service complete a health and development review between a child's second and third birthday. In addition to this, if children attend an early years educational setting in their second year, it is a statutory requirement that the setting completes a 'progress check' between the child's second and third birthday. These 'progress checks' are carried out in partnership with parents. A written summary of the child's development in the 3 prime areas is created which highlights the areas in which a child is progressing well and the areas in which additional support is needed and sets out how parents and professionals will work together to best meet the needs of the child.
- 8.3. Within the first 6 weeks that a child **starts Reception**, staff will administer



the Reception Baseline Assessment (RBA).

8.4. 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')

8.5. 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.

8.6. 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.

9. Working with families

9.1. We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

9.2. 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.

9.3. 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.

10. Safeguarding and welfare procedures

10.1. We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating



environment where children are able to enjoy learning and grow in confidence.

10.2. We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety.

10.3. We have at least 1 person with a current pediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

10.4. We promote good oral health, as well as good health in general, in the early years. On our Home visits the importance of good oral health is discussed with families who we supply with a toothbrush, toothpaste and a reward chart and discuss how to use these. We link these conversations into the Eatwell Guide provided by the DfE which we also give families on these home visits.

We follow [statutory guidance](#) for safety around supervised tooth brushing, supplied by the Rotherham Integrated Public Health Nursing Service as per their policy. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy

10.5. In reception we talk regularly about good practice in regard to oral health and promote this through planned activities in provision.