



Early Years Foundation Stage Policy

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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
- A close working partnership between staff and 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 out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Pendle Primary Academy does not operate a nursery. The children start school in the Reception year group.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework.

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

4. Curriculum

As a team, staff plan activities and experiences for children that enable children to develop and learn effectively. These activities and experiences are based on the children's interests. Plans that are created remain flexible to ensure that they continually meet the needs of all children.

The content of the curriculum within the Early Years is based on the new revised Development Matters document covering seven areas of learning. These areas are divided into Prime Areas and Specific Areas.

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.

The three Prime Areas reflect the key skills all children need to build their capacity to learn, form relationships and thrive. These key skills are crucial when the children start school in September in order to ensure that appropriate attitudes and behaviour are in place for the children to begin to access learning. The balance shifts towards a more equal focus on all areas of learning as the children move through the Early Years. 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.

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, staff reflect on the different ways that children learn and include these in their practice.

5. Assessment

Whole school assessment procedures are set out in the school's Assessment policy.

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. To ensure we have evidence of a child's progress in the EYFS we use a range of strategies, all of which are collated using Sonar. We are proud of our learning journeys: these are collections of children's work, photos and observations which create a detailed picture of the child. Staff have their own iPads which are used to capture and note observations and next steps for learning. These next steps inform planning for the next day and week ahead



and are discussed at weekly informal EYFS Feeding Forward meetings and formal EYFS team meetings.

On entry to the Reception class we carry out baseline assessments for each child. Throughout this year, termly summative data is submitted to the Principal showing each child's development across the seven areas of learning. At the end of Reception year, the class teacher assesses each child against the 17 Early Learning Goals (ELGs) and creates a profile for each child commenting on whether their development within each ELG is either 'emerging' or 'expected'. In order to achieve a GLD (Good Level of Development) children must achieve an 'expected' standard in all Prime Areas and the Specific Areas of Maths and Literacy. This information is also communicated to parents and carers in the Reception child's end of year report.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. This begins with sessions in the summer term prior to the start of school and develops through regular opportunities for the parents/carers to attend workshops, stay and read sessions, open days and parents' evenings.

Parents and/or carers are kept up to date with their child's progress and development regularly, both informally and formally.

7. Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare. [For specific details of these procedures, please refer to the school's policy.](#)

The Early Years environment is one which is heavily centred on learning through play. As such there is an emphasis on trial and error. We encourage the children to do this in a safe, nurturing environment. Children are taught to use equipment, resources and materials safely and are taught the reasoning behind the need for safety.

8. Monitoring Arrangements

This policy will be reviewed and approved by the Local Academy Council every year. At every review, the policy will be shared with the governing board.

