



Kernow Learning
Building Excellent Schools Together

St Agnes Academy

EYFS Policy

Version number:	2
Date adopted by LGB:	May 26
Scheduled review date:	May 27
Statutory or Best Practice policy:	Statutory
Appendices:	
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01872 552648 or email stagnes@kernowlearning.co.uk



The Early Years Foundation Stage

The Early Years Foundation Stage covers the development of children from birth until the end of their Reception year. The overarching aim of the EYFS is to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Early Years education is important for all children and a coherent educational programme appropriate to the age and stage of development for each child is essential. We therefore place great value on the quality of our provision in the Early Years Foundation Stage, extending children's learning through carefully planned play activities and experiences based on close observation of their play.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage 2017

A Unique Child

All children and their families are valued at St Agnes Academy. Children are treated as individuals and have equal access to all provisions available to develop their resilience and confidence. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential SEND is identified at the earliest possible opportunity. Early identification of SEND is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/ carers at an early stage. Please see our SEND Policy for further information.

Positive Relationships

'Children learn to be strong and independent through positive relationships'

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In Foundation, the EYFS teachers act as 'Key Workers' to all children in EYFS and our Support Staff also contribute to this information.

Enabling Environments

We respond to the individual needs, interests and stages of development of all children, planning challenging and enjoyable experiences in all of the areas of learning and development. We plan 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, we provide a range of opportunities to motivate and support children. We build their learning over time through monitoring their progress and taking action to provide support where necessary.





Home/ School Partnership

Children benefit from a strong partnership between teachers and parents/ carers. Therefore, we value the contribution they make and ensure:

- Parents/carers are made to feel welcome, valued and encouraged to consult regularly with teachers
- Prior to admission, parents/carers will attend an interview with the class teacher to discuss the individual needs of their child and an induction evening to learn more about daily school life
- Parents/ carers are given clear information regularly e.g. weekly newsletters, parent consultation evenings, observations of their child's learning journey on Dojo etc.
- We operate an open-door policy where parents/carers can book an appointment to see the class teacher whenever necessary.
- We organise a range of activities throughout the year that encourage collaboration between child, school and parent/carers through Open Afternoons, Sports Day, Christmas Fairs, Summer Fairs and Christmas Performances.
- We encourage parents/carers to support their child's learning at home eg, sharing books, phonics practise, recognising numbers etc

Learning and Development

Children learn skills, acquire new knowledge and demonstrate their understanding through the seven areas of learning and development.

The prime areas are:

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

The prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

All areas of learning and development are important and interconnected. The specific areas help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm. All areas are delivered through a balance of adult-led and child-led initiatives. At St Agnes Academy, we support children using the three characteristics of effective teaching and learning:

- Playing and exploring – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.





The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years foundation stage. We promote these values alongside our school values of courage, responsibility, kindness, joy and perseverance.

Assessment and Monitoring

All children are assessed using the statutory baseline assessment tool (Reception Baseline Assessment) within the first 6 weeks of starting school. At the end of EYFS, staff complete the EYFS profile for each child. Children are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging)

Our assessment of every child's progress through the EYFS is based on regular and close observations, discussions and questioning to identify understanding. We share children's achievements on Dojo with parents/carers. Observations, as well as observations shared by parents/ carers are used to shape future planning and complete the EYFS profile. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools in our Trust to ensure consistent assessment judgements. The EYFS profile data is submitted to the local authority.

Transition

From Pre-school/ feeder settings

During the summer term, prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents/ carers are invited to a meeting to ensure they know about school procedures and will have the opportunity to voice any concerns they may have. 'All about me' books will be distributed to families to complete over the summer which children will then share with their classmates and teachers when they start school.
- The EYFS teachers will visit children at their pre-school setting and/or speak with each child's Key Person within their setting.
- Children requiring extra support will be offered additional visits regardless of their setting.
- Children are invited to visit their Reception class for two morning sessions during the summer term to meet their new classmates and their teachers.
- In the summer term, parents/carers will receive a letter with the class allocation for their child.
- Individual appointments will be offered to all parents/carers, giving them an opportunity to share important information about their child and to meet the class teacher during the first week of term.

From Reception to Key Stage 1

During the final term in Reception, the EYFS profile is completed for each child. The profile provides parents and carers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for year 1. This will also be shared with year 1 teachers to ensure a smooth transition.

Equal opportunities, Inclusion and Educational needs





The EYFS is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time, assemblies, visitors, role-play, books and positive images. It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children. We liaise with the school's SENDCO to identify next steps in learning in partnership with the parents (see our SEND policy and Equal Opportunities Policy).

Welfare and Legislation

'Children learn best when they are healthy, safe and secure, when their individual needs are met when they have positive relationships with the adults caring for them.'

At St Agnes Academy we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2023.

We understand that we are required to:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of all children
- Comply with our Trust's policies on use of images and storing them securely

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Role of EYFS Lead

The role of the EYFS lead is to provide professional leadership for the Early Years in order to facilitate the highest standards of teaching and learning and to secure effective use of resources. This will involve:

- Monitoring of pupil progress
- Pupil conferencing
- Analysing data
- Taking the lead in policy development
- Auditing, purchasing and organising resources
- Supporting colleagues in their CPD





- Keeping up to date with recent developments in the area
- Checking that assessment of the EYFS profile is carried out in line with school's Assessment Policy and statutory requirements

Staffing and Organisation

Our Reception classes are taught by two teachers with an Early Years qualification and/ or experience. In addition, the unit has well-qualified support assistants on a full-time basis with valid paediatric first aid certificates.

Monitoring and Review

The EYFS will be monitored in line with the School Development Plan. The EYFS team regularly discuss EYFS practice, providing feedback to the Head, raising any issues that require discussion. Work scrutiny by curriculum subject leaders will take place.

