



Cabot  
Learning  
Federation



## EYFS Policy

June 2022

## History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
November 2017	Whole document	No change	Adopted
October 2018	Whole document	No change	
November 2020	Page 3-6	Added Seesaw engagement section. Rights and responsibility changed to Gem Power Changes to induction process – due to Covid-19 / parental feedback	New home/school communication New primary phase initiative  In response to pandemic
March 2021	1	Table of contents added	Annual policy review prior to Academy Council
June 2022	Whole document	<b>Amended section 5. Change to Induction.</b> <b>Added section 6 – Staff Supervision</b>	Reviewed

## **Contents**

1. Rationale.....	4
2. Intent .....	4
3. The EYFS curriculum .....	5
3.1 The Prime Areas.....	5
3.2 The Specific areas .....	5
3.3 Enabling Environment – The Environment as the third teacher .....	5
3.4 Observation, Assessment and Planning .....	5
4. Safeguarding.....	6
5. Induction.....	7
6. Staff Supervision .....	7

## **1. Rationale**

*“Education is the kindling of a flame, not the filling of a vessel”*

**Socrates**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At King’s Oak Academy, children join Reception class in the September of the year that they turn five. A child’s early education lasts a lifetime; it’s the foundation for lifelong learning. At King’s Oak Academy we value the important role EYFS plays in laying a secure foundation for future learning and development.

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive Relationships – supporting the children in becoming strong and independent.
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Development – an acknowledgement that children learn in different ways and at different rates.

## **2. Intent**

- To provide a broad, balanced, relevant curriculum; this will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential using play as the vehicle for learning.
- To provide a safe, challenging, stimulating and caring environment both indoors and out which is sensitive to the needs of the child, including children with additional needs;
- To use and value what each child can do, assessing their individual needs and interest, helping each child to progress;
- To enable choice and decision-making, fostering independence and self-confidence;
- To create a partnership with parents/carers to support and enhance the children’s learning and development.
- Promote equality of opportunity and ensure that all children and families feel valued, respected and included and that classroom resources and activities reflect their families, culture and language.
- To value each child as an individual and to ensure learning and teaching is based on the understanding that children develop at different rates.
- Plan challenging learning experiences, based on the individual child, informed by reliable, accurate and inclusive observations and assessment.

### **3. The EYFS curriculum**

Our curriculum is carefully structured to provide opportunities for children to learn through a range of rich, meaningful first-hand experiences. These are purposefully planned in all areas of learning and development in the indoor and outdoor environment using play as the learning vehicle. Some learning is led by adults and some by the children themselves. Appropriate intervention by practitioners supports children to engage in the learning process and to extend their learning.

Our curriculum enables children to learn and develop skills, attitudes and understanding in these areas of learning:

#### **3.1 The Prime Areas**

- Communication and Language
- Physical Development
- Personal, social and Emotional Development

#### **3.2 The Specific areas**

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

These prime and specific areas of learning are achieved through:

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

#### **3.3 Enabling Environment – The Environment as the third teacher**

We recognise that the environment plays a key role in supporting and extending the children's development and that the use of resources and the environment needs to be carefully planned. We aim to create an attractive, welcoming, and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. Children have the freedom to move between the indoor and outdoor learning environment throughout the school day.

#### **3.4 Observation, Assessment and Planning**

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long

and short recorded observations and this involves the teacher, teaching partner and other adults, as appropriate.

Each child has a 'Learning Journey' which is a record of their learning through their Reception year and is linked to the Early Years Outcomes and end of year Early Learning goals.

Parents and Carers are partners in the assessment process through regular meetings, home visits, WOW moments, Seesaw interaction and family learning consultations.

#### **4. Safeguarding**

Children's safety and welfare is paramount to us. We ensure that all children in the school are safe. Through using our school 'Gem Powers,' we help our children to learn about making safe and kind choices. All adults constantly model positive learning behaviours and set clear, high expectations. We provide children with choices to help them develop their understanding of how their choices can keep themselves safe. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding documentation for further information).

At King's Oak Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2008.

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 are safe and suitable for purpose through risk assessment of the outside area and reporting any potential hazards.
- 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 the children.

We endeavour to meet all these requirements and our robust approach to Safeguarding and Health and Safety across the school can be shown to contribute to these requirements.

## **5. Induction**

Inductions are carefully planned for and time is given to ensure a smooth and successful start to school. We acknowledge the child's needs and establish effective partnerships with those involved with the child, including other settings, such as nurseries.

For pupils joining Reception, during the Summer Term prior to starting school the following September, where possible, a member of the EYFS team will make contact with the pre-school settings to discuss each child and hold a professional conversation with their key worker. This may take the form of a telephone conversation or visit to the child's Pre-school. Staff will arrange stay and play sessions, where the children and families can explore the learning environment and meet the staff. If stay and play sessions are unable to take place, each family will receive a personal phone call from the class teacher to discuss their child's interests and needs.

When children join the school in September the following procedures will apply so the children can gradually adjust to their new surroundings:

- During the first week of the Autumn Term, EYFS staff will visit each child in their home environment; children feel more at ease and are able to speak with teaching staff in a less formal way.
- During the second and third week, children will attend in small groups on specified days to enable relationships to be built.
- From the beginning of week four, children will attend for the full school day unless staff and parents/carers agree that it is not in the best interests of an individual child.

## **6. Staff Supervision**

The Early Years' Foundation Stage Framework places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement. As we strive to improve outcomes for all children and families, and narrow the gap in attainment of vulnerable children, safe systems and the effective management of staff performance and well-being are of prime importance. Professionally, staff supervision has been a normal part of counselling, psychotherapy and social work practice and is increasingly to be found in related caring professions. At a time of heightened awareness of safeguarding issues, there is increasing recognition that working in the early years includes a high degree of outreach work and contact with families. Many practitioners find themselves working in unusual contexts and dealing with unpredictable and sometimes extreme issues. The need for keeping practice and practitioners 'safe' is a priority. If early years' practitioners are to provide the kind of encouragement and support necessary for the support, development and challenge of children and families, they need to be encouraged, supported and challenged as well. The purpose of 'Supervision' is:

- To develop confidence, and increase skills, insight and courage when working with children, parents and communities.
- To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust and respect.

- To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles.
- To increase confidence in dealing with complex safeguarding and other dilemmas.
- To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
- To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with setting's values, policies, procedures and quality standards.
- To monitor progress in relation to appraisal objectives.
- To identify and review personal development needs and activities for staff that relate to their roles and the needs of the setting.

Each member of staff will have a Key Stage leader/ line manager. Supervision will be on a termly basis – but the frequency may change depending on circumstances, such as complex child protection issues. An agreed Staff Supervision Record form will be used to capture discussion points and decisions made. Supervision meetings can take the form of individual or group meetings. Supervisors may need to access external support to provide supervision of a more clinical nature (e.g., social care, counselling, speech and language therapy, infant mental health).