

# Early Years Foundation Stage (EYFS) Policy



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## **1 Purpose and Objectives**

At The Children's Trust School we are committed to providing a high quality, early years' education which gives learners a secure and confident start to their school life.

We greatly value the importance that the EYFS plays in laying foundations for future learning.

The Children's Trust School Foundation Stage is named 'Tadworth Tots' and is registered for children from the age of two.

The objectives of the policy are to:

- That children access a broad and balanced Early Years curriculum that provides rich learning opportunities through play and playful teaching, developing a range of knowledge and skills needed for good progress through school and life.
- We provide an enabling learning environment, which will take account of, and respond to, the children's different developmental needs and abilities, interests and preferences, allowing every child to take risks and explore – every child to make progress and achieve.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers to support and enhance the development of the children.
- Close working partnership between practitioners and community therapy teams to create a supportive over-arching MDT approach that ensures consistency of provision at both home and school.

Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Relevant laws and regulations include but are not limited to:

- Education inspection framework 2021
- SEND code of practice: 0 to 25 years
- Statutory framework for the early years foundation stage March 2021
- Revised Development Matters Early Years Framework September 2022

## **2 Scope**

This policy applies to:

- All colleagues across The Children's Trust School

## **3 Definitions**

Unless otherwise stated, the words or expressions contained in this document shall have the following meaning:

DEYO – Differentiated Early Years Outcomes curriculum aligned to Birth to 5 Matters document.

EYFS – Early Years Foundation Stage

EHCP – Education, Health, Care Plan

SEND – Special educational needs and disability.

#### **4 Policy Statement**

In the Early Years we will:

- Provide a happy, safe and stimulating programme of learning.
- Provide a creative, sensory and challenging curriculum that will set in place foundations for further learning.
- Celebrate the uniqueness of each child by offering personalised learning opportunities.
- Provide a curriculum and opportunities to help children develop a positive sense of their own identity and culture.
- Provide a total communication approach to all aspects of learning / including routines.
- Use and value what the child already knows to ensure that their learning experience is personal and meaningful to them and create individualised targets to allow the children to achieve their potential.
- Develop positive relationships with parents / carers / community professionals to build a strong partnership in supporting children.
- Provide a caring and inclusive learning environment which is sensitive to the needs and requirements of the individual children, including those with a wide range of additional and complex needs.
- Identify any need for additional support and support families with SEND processes and begin the Graduated Response process to obtain an EHCP if necessary.
- We use a half-termly topic based sensory approach to engage our children.
- Work closely with community therapy teams, where relevant, to ensure a consistent approach to learning and development both at school and home.

#### **The Curriculum**

The Early Years Provision follows the 2017 statutory framework of the EYFS and Development Matters 2022 and uses the DEYO curriculum, (Differentiated Early Years Outcomes), aligned to the Birth to 5 Matters.

We provide a broad, balanced and personalised curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development, within a safe, secure and stimulating environment.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected.

The prime areas are:

Communication and language	Listening & attention Understanding Speaking and Expressive communication
Physical development	Moving and Handling Health and self-care
Personal, social and emotional development	Making relationships Sense of self Understanding emotions

The prime areas are particularly crucial for igniting children’s curiosity and enthusiasm and for building their capacity to learn, form relationships and enabling them to continue to thrive.

Identified children (part time / due to need) tend to focus their learning on the three prime areas of learning.

We do support children in the four specific areas, through which the three prime areas are strengthened and applied.

Literacy	Reading Writing
Mathematics	Number Spatial awareness Shape Pattern measure
Understanding the world	People and communities The World Technology
Expressive arts and design	Creating with materials Being imaginative

### The planning of learning

Topic themes are planned on a three-yearly cycle to allow all children to experience a variety of activities as they progress through the EYFS from 2-5.

Topic planning takes place on a half-termly basis with plans regularly reviewed to take into account emerging preferences and interests.

Planning is broken down into the Prime and the Specific Areas of Development to ensure that all areas are covered when a topic or activity is planned. Children’s individual learning styles and abilities feed into this planning, helping them to achieve their targets and EHCP outcomes where applicable.

Adult focused and children’s independent learning are planned on a weekly basis. The children have the opportunity to work in all learning areas within the classroom and outdoors.

Teachers plan group, whole class and individual activities for children that enable them to develop skills in all areas of the curriculum enabling them to learn effectively and work towards their individual targets.

Planning for pre-linguistic, phonics, literacy & maths is carried out on a daily basis, including the use of songs, books and opportunities for mark-making, to provide further opportunities to consolidate these skills.

Staff also take into account the individual needs, routines - (including medical & personal), interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. The supportive qualities of the adults allow the children to flourish and develop to be the best they can be.

### **Characteristics of Effective Learning**

The characteristics of effective learning, together with the delivery of our curriculum, trained EYFS practitioners and our learning environment, incorporate the three characteristics of effective teaching and learning:

Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.

Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

Creating and thinking critically – we encourage and support children to have and develop their own ideas, make links between their ideas and support them to develop strategies for doing things.

When observing and assessing our children, we place great importance on the characteristics of effective learning and record links accordingly.

### **Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We place huge importance on a total communication approach to the children's literacy and language development. Embedding knowledge and an understanding of communication, language and fostering a love of reading is crucial and are essential parts of our daily teaching.

An enabling environment, both indoors and outdoors, is organised to allow for bespoke specialised equipment to be used in order to maximise the learning opportunity. The EYFS school team works closely with NHS community therapy teams to implement specialist therapeutic advice, use of equipment and 24-hour postural care principles.

Teaching styles can look different for each child at Tadworth Tots, to reflect their individuality and uniqueness.

### **Assessment**

At Tadworth Tots ongoing assessment is an integral part of the learning and development processes.

At the start of placement, the parents, teacher and school nurse complete the school 'Care plan' to establish what each child can do at home, note interests and dislikes and address any specific education, health or care needs.

Assessment is carried out through a mixture of information from the parent/carer, informal observations, interactions with the child and discussion with other key professionals i.e. school nurse/ community therapy teams.

Each child has a learning journal. The learning journal is built upon known staff observing the child to identify their level of achievement, interests and learning styles. Each observation & achievement is recorded alongside the current stage of development in accordance with the EYFS profile. The EYFS record & share achievement on the platform DOJO and within a hardcopy of learning journal. Both reference achievement against the Development Matters document 2020.

We observe the children indoors and outdoors at all points during the school day.

At Tadworth Tots, the children follow a SEND adapted version of the Development Matters document, DEYO. This facilitates the tracking of individual progress, allows for teaching judgements to be made & informs future planning.

Parents receive updates on the learning journal & achievement via the electronic assessment platform, DOJO. Parents/ carers are able to add further contributions on learning seen at home. We also ask for home 'Wow' moments to support ongoing achievement.

Nursery aged children may come to Tadworth Tots with or without an Education Health and Care plan. If a decision is made to request an EHCP the teacher, alongside key community professionals, will follow the local authority's SEND graduated response procedures.

Early years practitioners work with community professionals to set targets and therapy programmes that are built into everyday learning and experiences.

The children's targets are written to support their development and continued progress. Where a child has an EHCP, the targets are linked to the outcomes, providing small stepping stones towards achieving these.

## **Parent Partnerships**

Tadworth Tots recognises that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through daily handovers and home-school sheets. Termly meetings are held with parents to discuss progress, as well as review and update where necessary, their child's targets.

Nursery children also have two annual reviews a year where potential recommended changes to their child's EHCP are discussed.

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. A key buddy person is highlighted on parent display board in the scenario the key person is not available on a specific given day.

The parent information board is located in the early year's classroom.

The school does use the Class Dojo platform to share the children's achievements and whole class / school activities. Staff upload photographs of the children's activities each day with a short comment so that parents and families can share their children's learning. At the end of every half term, parents will also receive a copy of the Parent Newsletter, which provides information about the upcoming topic.

There are also opportunities to speak to the staff at arrival/collection times / via the home school contact book / bespoke workshops / coffee meetings.

The school does offer a free parent and toddler group (Taddies) which runs in the school building in a separate space from Tadworth Tots. Taddies is for two hours per week, term time only. Taddies aims to be a supportive group that provides a network for parents/ carers and families.

## **Transition**

Practitioners work closely with families, onward placements and the local authority to ensure that the child makes a smooth transition.

School readiness is essential for the child and the family.

Some children do undertake a dual placement whilst attending Tadworth Tots. Regular contact is maintained with any other nursery setting so that the child benefits from both.

## **Safeguarding and welfare procedures**

The school is committed to safeguarding and promoting the welfare of children in all circumstances and expect all staff and volunteers to share this commitment. Nursery staff receive Safeguarding and Educational Supervisions.

We see protecting children from risk as an essential part of our school's wider safeguarding duty. Whole school safeguarding procedures/policies are followed which all EYFS staff are familiar with. If there is a concern about the safety or well-being of any child in our care, please speak to:

- Safeguarding Lead – Launa Randles
- Early years Deputy DSL – Maz Hanlon

For further information, please refer to the school's child protection and safeguarding policy.

## **5 Stakeholder Consultation**

Appendix 1 details the stakeholders who were consulted in the development of this policy.

## **6 Related Policies and Procedures**

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding and Child Protection	<p>Safeguarding and Child Protection Policy 2023</p> <p>School safeguarding and child protection Procedures (SOP) 2023</p> <p>Low Level Concern policy</p>
Procedure for responding to illness	<p>Infection Prevention &amp; Control Policy</p> <p>School First Aid Policy</p> <p>SOP Standard operating procedure for administering controlled drugs</p> <p>The Children’s Trust Administration &amp; Control of Medicines Policy</p> <p>TCT Guidelines for working with a child or young person with a tracheostomy</p> <p>TCT Nutrition &amp; Hydration Clinical guidelines</p>
Administering medicines policy	Administration & Control Of Medicines Policy & Procedures
Emergency evacuation procedure	Fire Policy & Procedure Class Red fire bag
Procedure for checking the identity of visitors	Visitors Policy & Procedures
Procedures for a parent failing to collect a child and for missing children	Missing Children Guideline Policy & SOP School safeguarding and child protection procedures
Procedure for dealing with concerns and complaints	The Children’s Trust Complaints Policy & Procedure Review: April 2023
Risk Assessment Documents Incident/Accident records	See: All incident/accidents are recorded on Incident & Risk Assessment Reporting (IRAR)



	Incident Reporting Investigation including Duty of Candour
Individual Children’s dietary needs record	See Individual Care Plan Section 4: Nutrition, Meal mat Nutrition Hydration Guideline Blended Feeding Policy for TCT School Nastro-gastric Tube Management in Children
Equal Opportunity Policy	See Section 10 Staff Hand Book  Children’s Equality & Human Rights – Guidance  SEND Information report (completed annually)
Social Media Policy	Staff Behaviour Policy (Code of Conduct) 2023 (reviewed on annual basis Employee / Staff handbook

## 7 External References and Guidance

The following external resources and guidance were consulted in drafting this policy:

- The Key for school leaders – Early Years Foundation Stage (EYFS) policy model
- SEND code of practice: 0 to 25 years
- EYFS Statutory framework for the early years foundation stage March 2021
- Revised Development Matters Early Years Framework September 2022– non-statutory curriculum guidance for the early years foundation stage

## 8 Document Change Control

Version	Status	Description (of changes)	Reviewed by	Reviewed/ Issued Date
0.1	Draft	Updated for Ofsted Framework 2019	Launa Randles	June 2021
0.2	Draft	Included reference to DEYO / graduated response requirements for EHCP / collaborative working with community therapy teams / revised Development Matters for early Years 2022 / class DOJO /	Caroline Page	June 2023

		contact book (removed schoolzine / home school diary)		
0.3	Draft	Updated links to associated policies	Launa Randles	June 2023
1.0	Final	Approved	EGC	June 2023

### Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

### Appendix 1 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this particular policy/ does the policy need to comply with detailed legislation?	Yes	Audit, Risk and Governance team
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?	Yes	Head of IT
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?	Yes	Head of Estates – upkeep of the outdoor area
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?	Yes	Data Protection Officer
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?	Yes	Finance Director
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.	Yes	Taddies
7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?	Yes	Health and Safety Manager
8	Have you consulted with a representative of those who will be directly impacted by the policy?	Yes	
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?	Yes	EDI Lead

10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?	Yes	Lead for Responsible Organisation
11	Please detail any other stakeholder groups consulted, if applicable.		Critical readers – EYFS subject specialist team