

Reach Academy Trust

EYFS Policy 2020-21



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*
- *Close partnership working between practitioners and with parents and/or carers*
- *Every child is included and supported through equality of opportunity and anti-discriminatory practice.*

Approved by:

Executive
Headteacher

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1. Aims

The Early Years is critically important to Reach Academy Feltham and is at the heart of our vision. We aim to deliver an exceptional experience to two, three and four year olds in our Nursery and Reception. This policy sets out our approach.

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- Close partnership working between staff and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

As an early adopter of the new EYFS framework, this policy is based on requirements set out in the [EYFS Early Adopter Framework](#).

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

3. Structure of the EYFS

The Early Years at Reach is split into Nursery and Reception. In Nursery we have a blend of two year olds and three year olds, with some accessing 30 hours in school and some accessing 15 hours.

In Reception we have two classes of 30, with pupils moving freely between the two classrooms.

The whole EYFS has access to the outside space which is located in front of Nursery. Although, due to current COVID-19 restrictions, this is not currently the case (Sept 2020).

4. Curriculum

Our early years setting follows the curriculum as outlined in the EYFS Early Adopter 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

The curriculum is designed to support pupils to make rapid progress throughout Nursery and Reception. We aim to ensure that pupils, at the end of Nursery, have met the 3-4 Goals. We then work through the Reception Goals, during the Reception Year, to ensure that every child makes the GLD (Good Level of Development). The curriculum is designed to both teach pupils new things and also allow them to pursue their own interests. The curriculum is built around key texts that are read and learnt using the story-telling technique.

Pupils in Nursery and Reception have access to high quality phonics input through the Read Write Inc programme. Pupils in Reception will be able to progress rapidly as we have mixed age groupings so they can move into groups with Year 1 pupils if they progress quickly.

Pupils also have access to a high quality Maths curriculum through the Maths Mastery programme that focuses on building number sense and fluency, as well as conceptual understanding of number.

4.1 Planning

Planning in the EYFS is done collaboratively and is led by the teachers in Reception and the Nursery Lead in Nursery. There is a long term plan for Reception and for Nursery and this informs a half-termly scheme of work that covers direct instruction and provision.

Weekly planning includes whole class teaching, focus group instruction and provision, along with home learning suggestions. It is shared with the team and refined in the Shape of the Week meeting on a Thursday.

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and stage 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.

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

4.2 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.

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.

The day for pupils in Reception will include a taught phonics session that lasts 45 minutes and follows the Read Write Inc structure. In addition there will be a further whole class literacy slot, with a focus group activity at least once a week. All pupils will have a taught Maths session daily along with a focus group once a week. There are opportunities throughout the day to deliver key content related to other areas of learning and a weekly Team Reach slot focused on PSED and PE slot focused on Physical Development.

4.3 Staffing

At Reach we believe that the EYFS is critically important and that we should therefore be ensuring that the most highly qualified people are working with our youngest children. Our staffing is organised as follows:

- Reception: two teachers working with two experienced teaching assistants.
- Nursery: a Level 6 suitably qualified person as Head Of Nursery working directly with the children, and then at least 1 member of staff for every 13 children and at least one of these holds a full and relevant level 3 qualification for 3 year olds.

On-going training and development is provided to all staff working in EYFS on a weekly basis, with further individual training needs addressed through our coaching programme and staff access to high quality external CPD.

Given this staffing and always having a qualified teacher in each class, we ensure that we always have ratios of 1:4 for two year olds and 1:13 for three year olds. We aim to have lower ratios than this.

5. Assessment

At Reach Academy Feltham, ongoing assessment 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. Practitioners also take into account observations shared by parents and/or carers.

All pupils are baselined at the end of the Autumn 1 half term. The next data point is before the Spring Half term and then finally at the end of the summer term. These reviews may be reviewed more frequently for certain pupils who are at risk of underachievement. Alongside this assessment based on the EYFS profile, there is a half-termly phonics assessment which supports reading judgments and informs the grouping for phonics.

We have regular internal moderations across EYFS and involving senior staff. We are seeking to work with other early adopters in the London Borough of Hounslow to moderate judgments in Nursery and in Reception.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

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

We want the EYFS at Reach to set the tone for a partnership that will last throughout their child's time in the school. There are a number of particular features of the induction and on-going relationship between parents and carers and the school:

- Every pupil has a home visit before they start in Reception or in Nursery; (these took place on doorsteps/ in our playground, in light of COVID-19 restrictions)
- All parents receive an information event during the Summer Term as part of their induction, this includes discussions of how best to prepare children for their first day, what to expect.
- All children have the chance to attend a Stay and Play in the setting prior to their first day.
- All parents are invited to join a family links programme during their first term at Reach.
- Parents are regularly invited into school to observe their children and are given information about what pupils are covering on a weekly basis; and
- Home visits are used frequently by teachers and other staff to work collaboratively to support pupils where extra help is needed.

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.

The class teacher takes the lead in ensuring 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.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body every two years.

At every review, the policy will be shared with the governing board.

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.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Appendix 2. EYFS Behaviour Policy

Children in the EYFS often join us at varying stages in their development and it is our role to provide them with a caring, safe and stimulating environment in which they can thrive. We take a whole child approach for each child in our care and seek to explore every opportunity to support them in reaching their potential

Our Role as Adults

Our role as adults is to support children to develop, thrive and feel safe in the setting. We should use creative approaches to support children and prioritise helping them to self regulate. Positive behavior is built primarily on good relationships and communication. Children have a desire to please people they have strong relationships with. As adults we should remember that we are significant role models in modeling what we expect from the children in our setting.

Clear and Consistent Boundaries

In order for children to be successful, it is necessary that there are clear and consistent boundaries. This will enable children to know what is and what is not acceptable. Setting boundaries makes it clear that limitations do exist and teaches children that there are consequences of inappropriate behavior. Knowing that there are boundaries provides children with a safe and secure environment, thereby promoting good mental health.

Rules in the EYFS

I REFLECT on my behaviour to improve myself.

I ENDEAVOUR to work hard at all times.

I ASPIRE to always do my best.

I SHOW COURAGE when things are challenging.

I HAVE FUN and support others to have fun both inside and outside the classroom.

Rewards

The most effective way to stimulate desired behaviours is to reward children for successful choices.

Rewards in the EYFS should include specific praise as to why the child has been successful and use of these methods.

- Positive and warm body language
- Stickers
- Tone of voice
- Praise and compliments
- Encouragement
- Attention
- Privileges
- Celebration of achievements
- Value Certificates

Supporting Behaviour

There are a number of strategies that can be used to support children to be successful in their learning.

As the practitioner you should use your judgement to decide whether there is a skill gap or the behavior is willful.

Where there is a skill gap, we should seek to help that child understand the rules and support them to follow them (e.g. reteaching, practising, using a sticker chart, personal visual reminder, or a home reward).

Where misbehavior is deemed to be willful, we should use a timeout with an adult in Nursery or an independent timeout in Reception.

Recording Violent Incidents

All incidents of hurting should be logged on CPOMs, even if these are deemed to be developmentally appropriate. Where a child is considered vulnerable, a decision may be made between SLT, AEN, and the year group team to record incidents on a STAR tracker which is filed weekly with the SENDCo, rather than recording each incident individually on CPOMs.

Vulnerable Children

Where time outs and other strategies are not supporting a child to be successful in a setting, the child should be referred to the AEN team. In addition, a parent meeting should be held and a home visit carried out. This is because it is essential to gain a rounded picture of the child's experiences, routines and development in order to support them effectively. Where possible, we would also invite the parents into the setting as frequently as possible.

Child Development and Behavioural Expectations

Children develop in different ways and at different rates, and it is important that our expectations reflect this. Below is a rough guide of behavioural expectations for children at different stages of development:

0-12 months (approx.):

- No understanding for consciously intentional behaviour (when a baby finds a marker, they may begin to draw on their face, the walls, the floor. The baby doesn't understand that this is unacceptable behaviour, they are just exploring.).
- No understanding of conscious reactions during interactions (when interacting with a baby you may notice them grabbing toys from you or other babies. This is because the baby is unable to understand the concept of sharing at this stage).
- Beginning to develop trust (first step towards positive self esteem).

12 - 36 months (approx.):

- Still does not consciously plan actions or have control.
- Does not have the capacity to understand, remember or obey rules.
- Sharing is developmentally incompatible at this stage.
- Begins to explore cause and effect relationships (when you are hungry, you eat).
- Begins to become interested in other children.
- Beginning to develop independence.
- Starts to test boundaries and able to do things considered "naughty" or "destructive".

36 - 60 months (approx.):

- Consciously aware of their own interests and intentions.
- Becomes easily frustrated when things don't turn out as expected.
- Begins to manipulate ideas in their minds.
- Begins to understand consequences of their behaviour.
- Able to make appropriate decisions before acting.
- Can talk through things in a simple manner.

- Establishes friendships and learns how to be a friend.
- Becomes independent and finds own limits.