



Early Years Foundation Stage (Statutory)

Reviewed: Spring 2023
Next Review: Spring 2025

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

At The Roseland Multi-Academy Trust, we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be rewarding and enjoyable for everyone. This policy seeks to secure consistency in practice and management and identify the ways in which teaching and learning are characterised in order to create a consistent, effective and well managed learning environment where everyone succeeds.

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 the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. This document also complies with our funding agreement and articles of association.

3. Structure of EYFS

EYFS provision in Primary Schools within The Roseland Multi-Academy Trust is continuous from Nursery through to Reception.

At Gerrans School pupils are invited to Nursery the term that they turn three years old. Tregony Community Primary School offers nursery provision from the age of two years old.

Some families may be eligible for EYFS funding for this or others choose to pay. All pupils become eligible for funding the term after their third birthday. Once children are eligible for Reception, a separate application to the Local Authority must be completed, however during their Reception year, they are still part of the Early Years Foundation Stage.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The curriculum throughout the Trust is strongly rooted in supporting Teaching and Learning (CoETL) in all areas.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

Children build on their skills in the prime areas to learn about these areas of learning with specific areas of learning that broaden the curriculum, such as English and Maths. Our provision meets the needs of the children in varied ways and may be adapted to extend or deepen a child's learning. Learning will also include sensory play, learning about health and forest school.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively with additional provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience whilst encouraging children to communicate and talk about their learning, and to develop independence and self-management.

We meet the needs of all our children through;

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a variety of teaching strategies that are based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children, to help them to learn effectively;
- Offering a safe and supportive learning environment, in which the contribution of all children is valued;
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress, and providing support (such as speech therapy) as necessary.
- Reflecting and promoting the diversity of our school community and the wider community.

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. We have planned our curriculum so that all children can succeed in our environment. Slight modifications may need to be made such as providing larger resources/quieter spaces/specific equipment. Effective adult support (scaffolding) is utilised to allow all children full access to the curriculum on offer.

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

Such as:

- A carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage and the National Curriculum expectations in Years One and Two;
- Support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- Identification, through observations, questioning, marking, discussions, of children's progress and future learning needs, and which are regularly shared with the children and parents;

- Clear teaching aims and regular monitoring of classroom practice.

We also ensure that we have good relationships between our school and the other educational settings in which the children have been learning before joining our school.

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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Through the observation, assessment and planning cycle, and in conjunction with the revised Birth to Five Matters, teachers plan activities which facilitate all children's learning.

Activities will consist of both adult led and child initiated tasks within Continuous Provision. 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.

Children practise their emerging literacy skills through the Read, Write, Inc phonics scheme. As this awareness increases children are challenged to spot rhymes, recognise initial sounds, clap syllables in words or names and may begin to recognise the sounds that some individual letters make.

Speech and language development is critical in the early years, some strategies that are used to support this development are:

- Appreciating times of quiet and silence
- Allowing the child time to initiate talk with an adult
- Giving time to reflect and respond
- Commenting on what a child is doing rather than always asking questions
- Using visuals and schedules to aid understanding
- Extending language and vocabulary for example by repeating what a child has said but including a new word in the sentence
- Gaining the child's attention before speaking to them
- Keeping language simple where appropriate
- Sustained conversations
- Peer thinking and learning together, applicable to both adult and child or child and child
- Developing listening skills
- Reading and discussing high quality texts

5. Assessment

As a Primary School in The Roseland Multi Academy Trust, 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. Staff also take into account observations shared by parents and/or carers.

Within the Early Years the Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the foundation stage. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the foundation stage takes the

form of observation, and this involves both the teacher and other adults, as appropriate. The collection of assessment data in the foundation stage profile is statutory requirement.

When a child is aged between 2 and 3, staff 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.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or, needs to be taken out, there is no exceeding anymore
- Not yet reaching expected levels (**'emerging'**)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Birth to Five Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

During the first term in the Reception class the teacher assesses the ability of each child, using the Foundation Stage Profile. These assessments allow teachers to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information contained in the foundation stage profile at our parental consultation meetings.

Children who do not meet GLD expectations at the end of EYFS will be closely monitored and given appropriate interventions to close the learning gap between them and their peers.

6. Working with parents/carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. The partnership between staff and parents that helps our children to feel secure at the school, and to develop a sense of well-being and achievement.

We believe that all parents have an important role to play in the education of their child and recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We do this through:

- Talking to parents about their child before their child starts in our school;
- Opportunities given to the children to spend time with their teacher before starting school;
- Inviting all parents to an induction meeting during the term before their child starts school;
- Offering parents regular opportunities to talk about their child's progress in our Early Years and Key Stage One classes;
- Encouraging parents to talk to their child's teacher if there are any concerns;
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents;

- Providing various activities that involve parents, i.e. regular communication with home through the child's school diary, and inviting parents to curriculum events, in order to discuss the kind of work that the children are undertaking
- 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. A formal meeting for parents takes place twice in the year at which the parents discuss the child's progress in private with the class teacher. Parents also receive a report on their child's attainment and progress at the end of each school year.
- Both schools use Tapestry as means of communicating with parents/carers and recording observations.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general. Our safeguarding and welfare procedures are outlined in our safeguarding policy.