



EYFS Policy

Date Adopted:

Date of Review:



Aims

Within the XP trust, we aim to provide a stimulating, organised and secure environment where **all** children are given the opportunity to succeed. During the Foundation Stage, we want children to develop concentration, to co-operate and work alongside others, to talk and to communicate in a range of situations, build on what they know and already can do and to become independent. We provide opportunities through a planned and child initiated curriculum, to enable children to develop a positive self esteem and attitudes, to enable them to gain confidence to become successful learners. We follow a three dimensional learning approach where character growth, beautiful work and academic success all contribute to being the best version of ourselves. The XP trust encourages all children to lead their own learning and achieve their full potential therefore we set a minimum expectation for staff and students to work towards for each individual child. In addition, children are introduced to the Habits of Work and Learning (HOWLs) , in doing so they know they develop the skills to work hard, be kind and get smart in their learning.

Implications for practice

1. Objectives

- To implement a Foundation Stage approach to the curriculum which ensures continuity and progression in line with EYFS.
- To develop children to achieve the ELG, through varied approaches and teaching methods which are relevant to the age and development of the children; to ensure that activities are interesting and relevant, building on their own interests and ideas.
- To ensure that practitioners and children have a positive attitude and understanding in all areas of learning.
- To develop and extend language skills and the ability to communicate successfully.
- To carry out all activities in a safe environment both indoors and outdoors.
- To ensure that children, carers and practitioners work closely together.
- To ensure that experiences in other settings are valued.
- To ensure that adults and children have access to equal opportunities.

2. Structure

The Foundation Stage consists of F1 and F2 classes in all of our trust schools.

3. The Curriculum

The EYFS is used as the basis for our Foundation Stage planning. This is extended for children who are working beyond the ELG, especially in the prime areas of learning and in literacy and maths. The content of the Literacy and Maths frameworks are then used as guidance.

The curriculum covers the 7 areas of learning as outlined in the EYFS. We also consider the characteristics of learning that underpin effective practice within the foundation stage.



In our Trust Early years settings we aim to educate the “Whole child”. We consider play to be an essential medium through which children learn indoors and outdoors, whether adult directed or child initiated. It provides them with a safe and familiar method of learning. As part of our support for the holistic child we encourage children to be ‘the best version of themselves’ through educating via the 3 dimensional approach, developing character growth, creating beautiful work and achieving academic success.

We feel that it is important that children see that adults value play. Adults are planned into support, model and observe play taking place. This includes the development of speaking and listening, reading and writing as well as the others areas of learning.

Planning takes account of the needs, views and interests of the children. Large and small group activities focus on specific development matters often using activities or interests of the children. Child initiated learning through plan learning review and outdoor time is also planned using look, listen and note. Planning is flexible, allowing for practitioners to add to or change, depending on the circumstances. There is a balance between adult led and child initiated activities.

As we follow an expedition curriculum throughout the XP trust schools, this begins in the EYFS, with children working on case studies towards a final product which is celebrated publicly and has an impact on the local and wider community. Each expedition has an aspect off field work, experts, guiding texts and a product launch. Further information about our curriculum can be found on each of the school websites.

4. Induction and transition

Each school holds meetings for parents at induction and transition points into a new phase of their Early years education. Details of these can be found on the school websites. XP Trust Early Years staff often visit the children in their home or private setting prior to starting or early within their school based early years education.

Transition between F2 and Y1

Children get to know staff in the key stage one phase during the Summer term of the reception year this may look like, playtimes and visits to the new classrooms. Time is given to allow children to get to know the Y1 teaching areas and staff team prior to the transition events. Staff liaise closely to share information, including the EY profile and the characteristics of effective learning.

5. Observation, assessment and recording

Observations



Observations are made on children throughout the year. These may be planned for but at other times, notes are made on children's progress or things they do or say. Both forms of observation are recorded in the children's records.

Assessments

We request assessment records from a child's previous setting. Baseline assessment takes place on entry in F1 and for any new child starting in F2. Percentage trackers are used to check the number of children making progress each term and where they are up to. The trust settings all follow the same format for tracking and analysing assessment data within the EYFS classes.

During the Foundation Stage we meet the statutory requirements regarding the frequency of assessment and reporting to parents. Parents/carers are informed in a new parents meeting about assessment procedures and school expectations. We value the contributions made by parents to the profile and comments made about achievements at home are added to the child's record. Notes made by parents/carers at introductory sessions, home visits and learning journeys are also fed into assessment records.

6. Meeting the needs of all

We plan for and find ways of working to ensure that each child reaches their potential. Children have diverse needs and we set realistic but challenging expectations to enable them to progress to and then beyond the Early Learning Goals.

Planning allows children to be moved on from their present point of learning. A range of strategies, opportunities and activities are used and a safe and supportive learning environment is provided. Through encouraging independent learning, pupils develop at an appropriate rate.

The school has a SEN policy. Children with special educational needs are identified within the Foundation Stage and are entered on the special needs register, with appropriate action being taken. Parents/carers are kept informed at all stages. Assessments are used as evidence. Practitioners provide reports for SEN reviews.

Further information can be found in each school's SEND information report and accessibility plans on the school websites.

7. Management of the Foundation Stage

Each school has an EYFS leader who is responsible for the day to day business of the nursery and reception classrooms in conjunction with the class teacher and support staff.

8. Safeguarding Children



We take necessary steps to safeguard, and promote the welfare of, children. All work in school is carried out in line with the Trust policies for Health and Safety.

The trust also has a centralised safeguarding policy with school procedures as appendices to the safeguarding policy.

9. Resources

The Foundation Stage is equipped to fulfil the requirements of the Early Years Foundation Stage statutory guidance. Indoor and outdoor equipment is available in both F1 and F2 provision areas in all schools. Indoor and outdoor areas are available, in addition to shared spaces in the main school buildings.

10. Review of the Policy

This policy will be reviewed by directors of the trust annually

Terminology used

EYFS	Early Years Foundation Stage
ELG	Early Learning Goal – the expected for a child at the end of F2
CLD	Communication and language development