



Ormiston South Parade Academy

EYFS Policy

Policy Version Control

Policy prepared by	OSPA Policy
Responsible committee	
Date approved by committee	
Date ratified by LGB (if required)	
Description of changes from the model policy (if any)	



Ormiston Academies Trust

EYFS Policy

Policy Version Control

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Early Years Foundation Stage Policy

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide 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
- This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Structure of the EYFS

Our Early Years consists of three phases: Pre-School, Nursery and Reception

Pre-School

The Pre-School is for our youngest pupils aged 2-3 years. All staff leading groups are known as a 'key worker', such individuals are experienced Early Years Practitioners and work alongside the Early Years Leader, who oversees planning and provision. All key workers are experienced Early Years Practitioners and the Early Years Leader oversees planning and provision. Pupils are either placed in a morning group or an afternoon group as part of the 2 year funded provision. At this time we do not offer paid places in Pre-School.

Nursery

The Nursery is for pupils aged 3 and 4 years. The Early Years Leader monitors the effectiveness of the provision. All 3 and 4 year olds are entitled to universal funding for 15 hours a week of provision. Pupils are either placed in a morning group or an afternoon group. Some families may be eligible to receive a 30 hour funded place for their child to attend the nursery on a full time basis. The academy has three main intake points over the academic year. Pupils can start our Nursery the term after their third birthday. Admissions arrangements are made directly with the academy.

Reception

Reception is the final phase within the Early Years. There is one main intake in September for pupils that will become five years of age during the academic year. Pupils attend on a full-time basis and each class is taught by a Teacher and is supported by a Teaching Assistant or an Early Years Practitioner. The Reception phase has places for 75 pupils. Admissions into the Reception phase are dealt with by the Local Education Authority. Parents of summer born pupils (children that turn 5 years during the summer term of the academic year) may wish to defer a placement into the Reception phase. The Local Education Authority also processes any such requests.



Curriculum

Our Early Years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, 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

Planning

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 three prime areas.

Staff take into account the individual needs, interests, stage of development 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, practitioners reflect on the different ways that children learn and include these in their practice. Staff meet on a weekly basis to ensure continuous and enhanced provisions provide stimulating and challenging opportunities to enable children to move learning forwards. All planning and provision is overseen by the Early Years Leader.

Teaching

Each area of learning and development is implemented through planned, purposeful play and through a mixture 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 in Year 1.

Assessment

At Ormiston South Parade Academy, 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/carers from information posted on Tapestry, a web based tool that allows practitioners and parents to contribute to the observation process.

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

In order for leaders to monitor pupil progress, attainment and to recommend strategies to support pupil learning, staff in all phases of the Early Years enter assessment data into O-track on a termly basis. Analysis of this is shared during termly pupil progress and moderation meetings.

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,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are then shared with parents/carers and are discussed with the Year 1 staff that will be receiving children in September.

To ensure assessment information is accurate, all staff are expected to provide evidence and moderate judgements on a termly basis. This process is both internal, with other EYFS colleagues and Y1 teachers and external, involving moderating judgements with colleagues from the Local Education Authority.

Working with parents

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

Parents/carers are kept up to date with their child's progress and development and are invited to termly reviews. 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.

Each child is assigned a key person (for Reception-aged children this is a teacher) 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.

Safeguarding and welfare procedures

Prior to a child starting their placement in our Early Years setting, parents/carers must share important information about their child including any additional needs (medical issues or special educational needs) and ensure emergency contact details are provided. Birth certificates should also be checked. Practitioners conduct home visits before a child starts in our Pre-school or Nursery (if they have not been to pre-school). It is the responsibility of the academy's administrative team to collate this information and share with the child's key person prior to a child starting. Information about each child is also held electronically in the SIMS database. Any changes to details about a child must be updated on SIMS, the child's key person should also be notified.



At Ormiston South Parade Academy the safety and welfare of pupils is paramount. Prior to pupils engaging with the outdoor environments within the Early Years, staff members are required to make outdoor checks to ensure all gates are closed/locked and that the environment is safe. Regular headcounts are made throughout the session times.

As part of children's learning it may be appropriate for children to make visits to their local area or to make a visit to a place of interest further from the academy. It is the expectation that for any off-site visit, thorough planning is made in advance and risk assessments are made and logged onto the Evolve system at least ten days prior to the visit (see the Off-site visits policy).

To ensure pupil safety, the start and end of sessions are managed carefully. Staff follow a 'hand to hand' procedure as outlined in the Arrival and Collection of Children policy. Our safeguarding and welfare procedures are outlined in our Safeguarding policy.

Monitoring arrangements

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

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