



Early Years Foundation Stage Policy

Date	Review Date	Responsible Person	Responsible Body
September 2024	September 2025	Head of Early Years: Gayle Lawrence	The Good Shepherd Trust

Aims

To instil a love of learning and educate the whole child through providing:

- Strong foundations that will underpin and prepare children for all future learning.
- Engaging, practical, learning activities that meet the needs of the individual child.
- Opportunities to explore and investigate; create; discover and make links.
- Experiences that will challenge and excite young learners.

Teaching and Learning

The Early Years Foundation Stage Curriculum is delivered through a play-based approach. Teaching and learning tasks are planned in such a way that allows the children to access their learning through fun, purposeful, objective-driven play activities. Teaching is cross-curricular and themed in order to provide a clear and coherent context for learning. Lessons follow a format of an introductory, whole class, taught carpet session followed by a free-flow play session. During free-flow sessions the children will choose from a range of activities set up in the classroom; select resources and activities to follow their own interests; and work on adult-led tasks in small groups. The combination of free choice activities, child-initiated activities and adult-led tasks ensure that all children access all areas of the curriculum over the course of the week.

The adult's role in the Early Years classroom is to facilitate, support and extend learning through play. The children are encouraged to: make decisions for themselves; find the resources they need independently; extend and develop their ideas; be willing to have a go and keep trying.

Curriculum

The EYFS curriculum consists of seven Areas of Learning and Development:

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

The Prime Areas form the basis of all other learning in the EYFS and equip the children with vital skills for life and all future learning. These skills are taught both explicitly and are integrated into other tasks so that they can be developed and put into practise in meaningful contexts.

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Areas of Learning and Development are underpinned by the Characteristics of Effective Learning (the way children approach tasks, engage with other people and their environment) by providing opportunities for:

- playing and exploring
- active learning
- creating and thinking critically

Changes to the EYFS statutory framework came into effect in September 2021. These were made to improve outcomes at age 5, particularly in early language and literacy and reduce workload such as unnecessary paperwork, so that more time is spent with the children in our care.

The Development Matters in a non-statutory curriculum guidance for the early years foundation stage. It can help design an effective early years curriculum, building on the strengths and meeting the needs of the children in our care.

Assessment, Recording and Reporting



During a child's first six weeks of school the (RBA) Reception Baseline Assessments are carried out along with other baseline assessment which cover all areas of learning. These provide an informed starting point for teaching and learning. Throughout the year evidence of learning is gathered through observations of the children during learning tasks and free-flow activities. These are used to feed into future planning to inform the next steps for learning according to the individual needs of each child.

Progress is recorded and tracked to show how the children are progressing through 3 checkpoints (set up the trust) throughout the academic year.

Each child's level of development must be assessed against the Early Learning Goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers.

Parents are encouraged to be active partners with the school in the education of their children and as such to engage in open dialogue with the class teacher about their child's home-life, individual needs and progress. Parents' consultation evenings are held once a term and written reports for parents are produced annually.

Headteacher:		Date:	Sept 2024
Chair of LGC:		Date:	Sept 2024