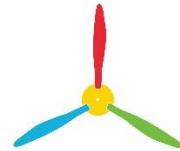




**Cabot**  
Learning  
Federation



**Haywood**  
Village Academy

**EYFS Policy**

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Academy Name: Haywood Village Academy

Implementation Date: November 2024

## History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
<b>Date</b>	E.g. Whole Document	Detail of change	Reason for change
May 2019	Whole document	Added section 8. Additional Support and intervention. Changes to transition arrangements.	Policy Review
May 2021	Whole document	Review of document 3.6 Updates to opportunities referring to child-initiated, guided and continuous provision.	Additional 3.6 to reflect existing practise.
June 2023	Whole document	Review of document 3.7 Addition of the EYFS 3i's document.	Creation of a new document.
October 2024	Page 5 and Page 6	7.3 Lunches to Picnic 8.1 Inclusion of Communication and Language Interventions	Policy Review



High aspirations - Valuing learning – Achievement for all

## **Early Years Foundation Stage Policy**

### **1. Rationale**

1.1 Our Early Years Foundation Stage (EYFS) policy serves to outline the ethos and practise that our school adopts to ensure we meet the school's vision, with specific references to the EYFS.

### **2. EYFS Principles**

2.1 The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive Relationships – supporting the children in becoming strong and independent.
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Development – an acknowledgement that children learn in different ways and at different rates.

### **3. The Curriculum**

3.1 Our curriculum is carefully structured to provide opportunities for children to learn through a range of rich, meaningful first-hand experiences. These are purposefully planned in all areas of learning and development in the indoor and outdoor environment using play as the learning vehicle. Some learning is led by adults and some by the children themselves. Appropriate intervention by practitioners supports children to engage in the learning process and extend their learning.

3.2 Our curriculum enables children to learn and develop skills, attitudes and understanding in these areas of learning.

3.3 The Prime Areas

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

3.4 The Specific Areas

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

3.5 Achievement of these prime and specific areas of learning is by supporting children to develop the 'Characteristics of Effective Learning' to include:

- Playing and exploring
- Active learning
- Creating and thinking critically

3.6 Every child has a right to receive high quality input from the qualified teaching team, which includes opportunities to receive direct teaching of key knowledge and skills.

- 3.6.1 Child initiated play is an important element of the learning experience, as are high quality interactions, guided opportunities and continuous provision, which are all featured throughout the structure of the day.
- 3.7 How we enact the intent and implementation of the provision is described in further detail in the EYFS 3i's document used by staff.

#### **4. Enabling Environment – The Environment as the Third Teacher**

- 4.1 We recognise that the environment plays a key role in supporting and extending the children's development and that the use of resources and the environment needs to be carefully planned. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident and are challenged to develop their independence. Children are able to move between the indoor and outdoor learning environment throughout the school day.

#### **5. Observation, Assessment and Planning**

- 5.1 Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff who work in the Foundation Stage are involved in this process.
- 5.2 We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS can take the form of long and short recorded observations and this involves the teacher, learning partner and other adults as appropriate.
- 5.3 Each child has a 'Learning Journey' which is a record of their learning through their Reception year and is linked to the Early Years Outcomes and end of year Early Learning goals. This record can be in pupil's folders, books and online platform (e.g. Tapestry).
- 5.4 Parents and carers are partners in the assessment process through regular meetings with the Class Teacher, sharing their child's learning at home and attending curriculum based workshops.

#### **6. Safeguarding**

- 6.1 Children's safety and welfare is paramount to us and we ensure that all children in the school are 'safe'. We help children to learn about how to keep safe, including within the local area.
- 6.2 We provide children with choices to help them develop important life skills. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.
- 6.3 We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding documentation for further information).

6.4 At Haywood Village Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2008. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment are safe and suitable for purpose through risk assessment of the outside area and reporting any potential hazards.
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

6.5 We endeavour to meet all these requirements and our robust approach to Safeguarding and Health and Safety across the school can be shown to contribute to these requirements.

## **7. Induction & Transition**

7.1 Inductions are carefully planned for and time given to ensure a smooth and successful start to school. We acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings including nurseries.

7.2 For pupils joining Reception, during the Summer Term prior to starting school the following September, where possible, a member of the EYFS team will make contact with the pre-school settings to discuss each child and hold a professional conversation with their key worker. This may take the form of a telephone conversation or visit to the child's Pre-school.

7.3 Children in Reception will join the school during a two-week transition timetable which will be communicated to the parents during the preceding summer term. The features of the transition timetable may include, 'stay and play 1-hour parent and child sessions', morning or afternoon classes whole class morning sessions and family picnics.

7.4 For pupils joining in Pre-school, parents and pupils will be invited to attend settling in sessions. During these sessions parents/carers will stay with their child in the Pre-school for a visit lasting 1 hour. Every child joining the Pre-school will have a minimum of 1 settling in session, however if more are needed this can be negotiated with the Pre-school teachers.

## **8. Additional Support and Intervention**

8.1 Where assessments indicate a need for additional support beyond the normal curriculum, children in the EYFS will have the opportunity to attend targeted interventions groups. These interventions include support with speech and language, communication and language (Talk Boost), personal and social skills, nurture groups, 'Thrive Sessions', reading, writing and maths.

8.2 Any need for additional support will be fully discussed with the child's parents and closely monitored by the school's inclusion lead.

## **9. Staff Supervision**

- 9.1 The Early Years Foundation Stage Framework places an increased emphasis on welfare and safeguarding standards, stipulating that regular staff supervision is now a statutory requirement.
- 9.2 As we strive to improve outcomes for all children and families, and narrow the gap in attainment of vulnerable children, safe systems and the effective management of staff performance and well-being are of prime importance.
- 9.3 Professionally, staff supervision has been a normal part of counselling, psychotherapy and social work practice and is increasingly to be found in related caring professions. At a time of heightened awareness of safeguarding issues, there is increasing recognition that working in the early years includes a high degree of outreach work and contact with families. Many practitioners find themselves working in unusual contexts and dealing with unpredictable and sometimes extreme issues. The need for keeping practice and practitioners 'safe' is a priority. If early years practitioners are to provide the kind of encouragement and support necessary for the support, development and challenge of children and families, they need to be encouraged, supported and challenged as well.
- 9.4 The purpose of 'Supervision' is:
- To develop confidence, and increase skills, insight and courage when working with children, parents and communities.
  - To establish and maintain a positive and co-operative working relationship between leaders and staff, built on trust and respect.
  - To provide a reflective and safe space that encourages a dynamic interaction to address issues and dilemmas experienced by staff members in their work roles.
  - To increase confidence in dealing with complex safeguarding and other dilemmas.
  - To ensure organisational and staff accountability and development, thereby promoting reflective, creative, ethical and safe practice.
  - To ensure staff are clear about their roles and responsibilities, and that their practice is consistent with setting's values, policies, procedures and quality standards.
  - To monitor progress in relation to appraisal objectives.
  - To identify and review personal development needs and activities for staff that relate to their roles and the needs of the setting.
- 9.5 Each member of staff will have a Key Stage Leader/ Line Manager.
- 9.6 Supervision will be on a termly basis – but the frequency may change depending on circumstances, such as complex child protection issues.
- 9.7 An agreed Staff Supervision Record form will be used to capture discussion points and decisions made.
- 9.8 Supervision meetings can take the form of individual or group meetings.
- 9.9 Supervisors may need to access external support to provide supervision of a more clinical nature (e.g. social care, counselling, speech and language therapy, infant mental health).

## **10 Policy Review**

10.1 This policy must be reviewed by November 2025