



POLICY FOR EYFS Greenpark Academy



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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
- Close partnership working between practitioners and with parents/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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At Greenpark Academy, the EYFS consists of a separate nursery and two reception classes. The nursery class has 56 places and offers both the universal 15 hours entitlement as well as 30 hours extended offer to those families that are eligible. Parents can purchase top up hours if they are not eligible for fully funded hours. Children are admitted in the term after their third birthday.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. 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, 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

Underpinning and running through all of the 7 areas of learning are the Characteristics of Effective Learning, the development of which are fundamental to the way in which children learn. They are:

- Playing and exploring (engagement, exploration, being willing to 'have a go')
- Active learning (being motivated, persisting, being involved and concentrating)
- Creating and thinking critically (making links, having own ideas)

4.1 Planning

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, staff focus strongly on the three prime areas, incorporating the individual needs, interests, and stage of development of each child in their care. This information is used to plan challenging and meaningful experiences. 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, staff reflect on the different ways that children learn and include these in their practice.

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 using both the indoor and outdoor environments. There is a greater emphasis upon adult-directed by the end of the reception year. Staff respond to each child's emerging needs and interests, guiding their development and scaffolding their learning through caring, positive interactions to support, question and challenge.

There is planned provision for daily maths, phonics, reading and writing from the outset in nursery, taking a range of forms such as group circle times, 1:1 activities and continuous and enhanced provision.

Phonics Bug is introduced towards the end of the nursery year; it is used from the beginning of the year in reception. Reading books are carefully selected to link closely with Phonics Bug in reception.

Maths is taught daily in nursery through adult-directed activities as part of the circle time routines, as well as songs and rhymes, the use of interactive games and mathematical resources in continuous and enhanced provision. Power Maths is used in reception, along with interactive games and mathematical resources in continuous and enhanced provision.

5. Assessment

At Greenpark Academy, ongoing assessment is an integral part of the learning and development process. Within the first 6 weeks of joining reception class, children are assessed using the Reception Baseline Assessment

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/868099/2020_Assessment_Framework_Reception_Baseline_Assessment.pdf).

Staff use Tapestry across the year to record children's learning and development and their levels of well-being and involvement. Staff observe pupils to identify their level of achievement, interests and learning styles. Tapestry is used to record observations of children, which are then shared with parents via the Tapestry app. These observations are used to shape future planning. Parents/carers are encouraged to upload their own photos and observations in order to share their child's learning at home with staff.

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
- Not yet reaching expected levels ('emerging')

The results of the profile are then shared with parents and/or carers.

The profile is moderated internally (referring to the [Development Matters guidance](#)) and in partnership with other academies within the trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents/carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers. Staff are always available to speak with parents/carers to discuss their child at the start or end of the day or at a mutually convenient time.

Parents/carers are informed of their child's progress and development through termly progress reports either in writing or at parent/carer meetings in line with the rest of the academy.

EYFS use Class Dojo to regularly communicate with parents/carers and update them on what their child has done both individually and as part of the whole class. Parents/carers use Class Dojo to upload learning and activities that have taken place outside of the academy.

At the end of the EYFS, the EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety. For children aged 3 and over:

Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
- For all other classes, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed, and approved by Jill Graver (Headteacher) every year. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy