



Newby and Scalby Primary School

(An Academy within Scalby Learning Trust)

Academy Policy

Early Years Foundation Stage Policy

Approver: HT
Review Cycle: Annual

Revision History			
Date	Version	Short Description of Changes	Approved by:
Jan 2011	V1.0	Policy adopted	HT
Apr 2013	V1.1	Policy reapproved	SLT
Dec 2020	V1.2	Policy updated and approved	SLT

Rationale

Our intention is to develop quality and consistency of education and welfare for the children in the Early Years Foundation Stage in our school. Our provision will meet fully the learning and development requirements and the safeguarding and welfare requirements set out in the 'Child Care Act 2006'.

General Aims

1. To give children a **secure foundation** and **set high standards** to ensure that no child is left behind and that every child receives the best possible start in life, enabling them to fulfil their potential.
2. To provide **equality of opportunity** and to ensure that there is no discrimination and that all are included
3. To build a strong and effective **partnership with parents and professionals** and the different settings we are in contact with
4. To provide **quality and consistency** by meeting the universal set of standards for all settings and by removing any distinction between care and learning
5. To establish **effective strategies for observation and assessment** that ensure learning and development opportunities are planned around the needs and interests of each individual child and are assessed and reviewed regularly;

Broad Guidelines

The statutory requirements of the Framework Published in 2017 will be met

1. We will take account of the statutory guidance and will demonstrate clear reasons where we decide to depart from it.
2. In our teaching, learning and planning we will take account of the four guiding principles of the EYFS Framework: A Unique Child; Positive Relationships; Enabling Environments; Children learning and developing in different ways and at different rates.
3. We will ensure that we meet the legal requirements for safeguarding and promoting children's welfare, health and safety, by ensuring that we employ suitable people and by ensuring that our premises, environment and equipment are safe, secure and suitable.
4. We will put into place effective organisation for the EYFS and we will keep the appropriate documentation as set out in the Framework.
5. We will meet the learning and development requirements by developing our curriculum, teaching and learning in all seven areas of learning and development and following the assessment requirements. We will work hard to ensure that the Early Learning Goals are acquired by the end of the academic year in which children are five.
6. We will use the educational programmes of the EYFS Framework to develop the skills and processes to be taught and we will put in place effective arrangements for assessing children's achievement and progress.

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Conclusion

Importance will be given to:

- characteristics of effective learning; playing and exploring, active learning and creating and thinking critically.
- the balance between adult-led and child-initiated activity will be carefully planned depending on individual children's needs.

We will strive to recognise the individuality of children and accept that due to different rates of development and progress that children make some will achieve, some will exceed and some will be working towards the early learning goals by the end of foundation stage.

This policy should be read in conjunction with all our other policies. These apply equally to the Early Years Foundation Stage.

Evaluation and Monitoring

A member of the management team will be responsible for monitoring this policy. This will be supported by other staff. Feedback will be given to individual teachers and to the whole staff as necessary. Governors will be informed, of the results of monitoring exercises. All findings will be used to inform future planning. Please see subject monitoring timetable for details of when this subject will be monitored.

Equal Opportunities

Please see Equal Opportunities Policy.

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