



Oakfield

Academy

EYFS

Arrangements

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Change Log

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1. Statement of intent

- 1.1. At Oakfield, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.
- 1.2. This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.
- 1.3. We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- 1.4. **We seek to provide:**
 - 1.4.1. **Quality and consistency**, so that every child makes good progress and no child gets left behind.
 - 1.4.2. **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
 - 1.4.3. **Partnership working** between practitioners and parents.
 - 1.4.4. **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.
- 1.5. **EYFS is an integral part of our school and is not seen as a separate unit due to our size and context. This policy covers EYFS specifics, but arrangements including the use of mobile phones, safeguarding and health and safety are identical to that of the school where EYFS is suitably referenced and covered as necessary.**

2. Legal framework

- 2.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - 2.1.1. Childcare Act 2006
 - 2.1.2. Safeguarding Vulnerable Groups Act 2006
 - 2.1.3. UK General Data Protection Regulation (UK GDPR)
 - 2.1.4. Data Protection Act 2018
 - 2.1.5. DfE (2020) 'Statutory framework for the early years foundation stage' (updated Jan 2024)
 - 2.1.6. DfE (2021) 'Keeping children safe in education (2020)'
 - 2.1.7. DfE (2018) 'Working Together to Safeguard Children'
 - 2.1.8. DfE (2015) 'The Prevent duty'

3. Roles and responsibilities

- 3.1. The governing board is responsible for:
 - 3.1.1. Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy and Photography Policy.
 - 3.1.2. Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
 - 3.1.3. Monitoring the implementation of this policy.
 - 3.1.4. Ensuring that this policy does not discriminate on any grounds.
 - 3.1.5. Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 3.2. The EYFS lead, in conjunction with the headteacher is responsible for:
 - 3.2.1. the day-to-day implementation and management of this policy.
- 3.3. Staff, including teachers, support staff, supply staff and volunteers, are responsible for:
 - 3.3.1. Familiarising themselves with, and following, this policy.
 - 3.3.2. Remaining alert to any issues of concern in children.

4. Aims

- 4.1. Through the implementation of this policy, we aim to:
 - 4.1.1. Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
 - 4.1.2. Enable each child to develop socially, physically, intellectually and emotionally.
 - 4.1.3. Encourage children to develop independence within a secure and friendly atmosphere.
 - 4.1.4. Support children in building relationships through the development of social skills such as cooperation and sharing.
 - 4.1.5. Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- 4.2. Four guiding principles shape our practice:
 - 4.2.1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
 - 4.2.2. Children learn to be strong and independent through positive relationships.
 - 4.2.3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help

them to build their learning overtime. Children benefit from a strong partnership between the school and parents.

- 4.2.4. Learning and development is important. Children develop and learn in different ways and at different rates.
- 4.3. To put these principles into practice, the school:
 - 4.3.1. Provides a balanced curriculum which takes children's different stages of development into account.
 - 4.3.2. Promotes equality of opportunity and anti-discriminatory practice.
 - 4.3.3. Works in partnership with parents.
 - 4.3.4. Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
 - 4.3.5. Provides each child with a key person to ensure close relationships are developed.
 - 4.3.6. Provides a safe and secure learning environment.

5. Overview

- 5.1. Children in the early years follow the requirements of the 'Statutory framework for the early years foundation stage' (EYFS framework). The EYFS framework sets the standards that all early years providers must meet to ensure that children learn and develop well, are kept healthy and safe, and have the knowledge and skills they need to start school. The EYFS framework is mandatory for all early years providers in England – maintained schools, academies, non-maintained schools and independent schools. Assessment is an integral part of the learning and development process. When assessing whether a child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement, alongside observations that parents and carers share.
- 5.2. Assessment practices within the EYFS should:
 - 5.2.1. Not entail prolonged breaks from interaction with children, nor require excessive paperwork to prove a child's achievements.
 - 5.2.2. Form an ongoing dialogue between practitioners and Year 1 teachers to support a successful transition.
 - 5.2.3. Ensure that parents are involved, consulted and kept up-to-date with their child's progress.

6. Learning and development

- 6.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.
- 6.2. In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

- 6.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The ‘prime’ areas of learning and development are:

Communication and language

Listening, attention and understanding

Speaking

Physical development

Gross motor skills

Fine motor skills

Personal, social and emotional development

Self-regulation

Managing self

Building relationships

The ‘specific’ areas of learning and development are:

Literacy

Comprehension

Word reading

Writing

Mathematics

Numbers

Numerical patterns

Understanding the world

Past and present

People, culture and communities

The natural world

Expressive arts and design

Creating with materials

Being imaginative and expressive

- 6.4. The early learning goals (ELGs) above are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. The ELGs are used to support teachers to make a holistic, best-fit judgement about a child’s development and their readiness for Year 1.
- 6.5. Activities are planned to reflect children’s interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.
- 6.6. The EYFS lead will discuss any cause for concern in a child’s progress, especially in the prime areas of learning, with the child’s parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

- 6.7. The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- 6.8. Each area of learning and development is implemented through activities the teacher believes are the most effective for the children they are teaching. The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 6.9. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
 - 6.9.1. Playing and exploring – children investigate and experience things.
 - 6.9.2. Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
 - 6.9.3. Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- 6.10. Further information regarding learning and development are set out in the school's Early Years Teaching and Learning Policy.

7. Inclusion

- 7.1. All children are valued as individuals irrespective of their ethnicity, national origin, culture, religion, gender, disability or sexual orientation.
- 7.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 7.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 7.4. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

8. The learning environment and outdoor spaces

- 8.1. The classroom is organised in such a way that children can explore and learn in a safe environment.

- 8.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- 8.3. There are toilet facilities available to EYFS.

9. Assessment

- 9.1. The Reception Baseline Assessment (RBA) is a short interactive assessment that should be carried out within the first six weeks of children starting school. It assesses a child in early mathematics, literacy, communication, and language, in order to form the starting point for cohort-level school progress measures. Although the assessment is not timed, it has been designed to take around 20 minutes. The assessment can be carried out by a teacher, Assistant teacher, early years practitioner or any other trained education professional who should be familiar with the child taking the assessment. The assessment consists of practical tasks, using physical resources, and an online scoring system for the practitioner to complete as the pupil engages with the tasks. Administration instructions for each task and the recording of the assessment are provided via an online system so that the assessment is delivered and scored consistently across all schools.
- 9.2. Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 9.3. Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents.
- 9.4. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 9.5. In the final term of the year in which a child reaches age five, and no later than 30 June in that term, the EYFS profile will be completed by the child's class teacher.
- 9.6. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

10. Staffing

- 10.1. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 10.2. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the office.

- 10.3. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.
- 10.4. The school adopts the following staffing ratios:
- 10.5. for classes where the majority of children will reach the age of five or older within the school year, there must be at least **one member of staff for every 30 children**

11. Monitoring and review

- 11.1. This policy is reviewed annually by the governing board and the headteacher.
- 11.2. Any changes made to this policy will be communicated to all relevant stakeholders.
- 11.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.