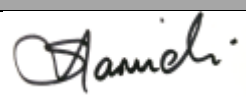
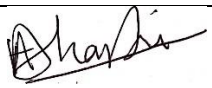
EYFS

(Early Years Foundation Stage)

POLICY

Date this policy takes effect:	Review frequency:	Date to review:	Date to be ratified:
22.2.2022	Every two years	Executive Headteacher Summer 2024	Education & Safeguarding Summer 2024
How will Trustees be assured this has been implemented?		Through visits, review of outcomes, parental engagement and presentations from EYFS Leads.	
Signed:		Sash Hamidi (EXECUTIVE HEADTEACHER)	
Signed:		Aliya Dhanji (CHAIR OF TRUSTEES)	

THE PEGASUS PARTNERSHIP TRUST

"Children First"

Our Vision Statement

Within The Pegasus Partnership Trust, our vision and aims of education are underpinned by the UNICEF United Nations Conventions on the Rights of the Child (UNCRC). **Our Vision Statement**

We believe:

- All learning should be purposeful and experiential
- In learning values and skills for whatever the future brings
- We can be world changers

We are a PRIMARY MAT for PRIMARY SCHOOLS
so every child's PRIMARY EXPERIENCE enables lifelong learning

This means we are committed to providing an education, for all children, that should develop their personality, talents and abilities to the full (article 29). We encourage a sense of community spirit, where children pastoral care and well-being underpins academic, co-curricular and sporting excellence. We aim to achieve this through an inspiring curriculum, that is child-centred (article 3), and extends pupil learning beyond the constraints of the classroom. We want to instil a life-long love of learning and equip children with skills that develop their independence, critical thinking, self-awareness, resilience and self-confidence.

Statement of intent

Throughout this document we refer to Data Protection Legislation which means the Data Protection Act 2018 (DPA2018), the United Kingdom General Data Protection Regulation (UK GDPR), the Privacy and Electronic Communications (EC Directive) Regulations 2003 and any legislation implemented in connection with the aforementioned legislation. Where data is processed by a controller or processor established in the European Union or comprises the data of people in the European Union, it also includes the EU General Data Protection Regulation (EU GDPR). This includes any replacement legislation coming into effect from time to time.

The Pegasus Partnership Trust aims to ensure that all personal data collected about staff, children, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the legislation mentioned above.

The Pegasus Partnership Trust, from time to time, may be required to share personal information about its staff or children with other organisations, mainly the LA, other schools and educational bodies, and potentially social services. This policy applies to all personal data, regardless of whether it is in paper or electronic format.

Safeguarding Statement

The Pegasus Partnership Trust respects and values all children and are committed to providing a caring, friendly and safe environment for all our children so they can learn, in a relaxed and secure atmosphere (article 31). We believe every child should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm (article 19). This is the responsibility of every adult employed by, or invited to deliver services to schools within the Trust. We recognise our responsibility to safeguard all who access school and promote the welfare of all our children by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

At The Pegasus Partnership Trust, we ensure equality of education and opportunity for all children, staff, parents and carers receiving services from the academy , irrespective of age, race, gender (re-assignment), disability (article 23), religion and belief (article 14), sexual orientation, marital/cohabiting status or socio-economic background (article 2). We develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.

The achievement of children is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy sets the expectation that all staff at The Pegasus Partnership Trust (the "Trust") see themselves as learners and therefore reflects their development as professionals.

Early Years Foundation Stage Policy

This policy is based on requirements set out in the 2021 Statutory Framework for the Early Years Foundation Stage.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." (Statutory Framework for the Early Years Foundation Stage 2021)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. At Priestmead, this includes our morning and afternoon nursery classes and four reception classes.

1.0 Introduction

1.1 At The Pegasus Partnership Trust we believe that every child should have the opportunity to learn and develop well and to be healthy and safety

1.2 We aim to provide quality and consistency in the early years, so that every child makes good progress and no child gets left behind.

1.3 We provide a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.

1.4 We develop a strong partnership between our Early Years Practitioners and parents/carers.

1.5 We ensure that every child is included and supported. All children and their families are valued within our Trust.

2.0 Intent

1. To view the EYFS as preparation for life and not simply preparation for the next stage of education.
2. To promote and develop the ethos of the Trust in all aspects of academy life.
3. To develop children's self-esteem and confidence as learners.
4. To harness children's intrinsic curiosity in an environment, which is challenging, rewarding and which motivates children to learn.
5. To provide a developmentally appropriate curriculum which is broad, balanced and relevant to our children enabling each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.
6. To ensure continuity and progression at each transition stage.
7. To regularly monitor and assess children's progress and attainment through ongoing observations.
8. To promote equal opportunities irrespective of gender, ethnic grouping or the socio-economic background.
9. To identify and respond effectively to children's special educational needs and disabilities (SEND) through accurate early identification

10. To promote positive relationships between adults and children
11. To provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.
12. To establish a partnership between home, academy, the Trust and the local community

3.0 Implementation

The EYFS is based upon four guiding principles: These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

4.0 A Unique Child

4.1 At The Pegasus Partnership Trust we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates.

4.2 Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

5.0 Inclusion

5.1 We value the diversity of individuals and believe that every child matters. All children are treated fairly regardless of race, gender, religion or abilities. All families are valued within our Trust. We strive to give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

5.2 We set realistic and challenging expectations keyed to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

a. Planning opportunities that build upon and extend children's knowledge, experience and interests;
b. Developing self-esteem and confidence;
c. Using a wide range of teaching strategies based on children's learning needs;
d. Providing a wide range of opportunities to motivate and support children, to help them learn effectively;
e. Offering a safe and supportive learning environment in which the contribution of all children is valued;

f. Using resources which reflect diversity and are free from discrimination and stereotyping;
g. Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds
h. Monitoring children's progress and taking action to provide support as necessary. Children identified as having a specific need will have interventions planned in consultation with our Special Educational Needs Coordinator (SENDCo).
i. Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

6.0 Welfare

"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." (Statutory Framework for the Early Years Foundation Stage 2021

6.1 At The Pegasus Partnership Trust, we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

6.2 We ensure that all staff are familiar with the 'Keeping Children Safe in Education' document and regular training and updates are delivered to all staff on safeguarding.

6.3 We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children, we provide the universal free school meals to ensure our children have the opportunity to have a nutritious, hot meal at school. We cater for those children who have special dietary requirements. Fresh water is readily available for all children and we encourage children to bring in their own water bottles to drink throughout the day.

6.4 We teach the importance of keeping clean and washing our hands correctly at key points throughout the day.

6.5 In line with the new guidance, we plan opportunities and experiences to teach our children about the importance of oral health.

6.6 It is important to us that all children in the EYFS are safe. We aim to educate children on boundaries, expectations and limits and to help them understand why these exist. We provide children with choices to help them develop this important life skill.

6.7 We believe that children should take risks, but also need to learn how to recognise and avoid hazards.

6.8 All Priestmead staff must be aware of the Safeguarding and Child Protection procedures and report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately. The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy and child protection policy.

7.0 Positive Relationships

7.1 At The Pegasus Partnership Trust we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

7.2 In Nursery, each child is in a key worker group with either the class teacher or a teaching assistant. The adults rotate groups throughout the year. In the reception classes, the class teacher is the key worker although the children will work with all of the adults.

7.3 Parents as Partners - We recognise that parents/carers are children's first and most enduring educators, we value being partners with them in their child's education through:

a. A carefully planned transition to support children and parents/carers during this important time.
b. Arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school
c. Providing a handbook of information about commencing The Pegasus Partnership Trust
d. Providing an induction meeting for Nursery and Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have
e. Holding a parents evening meeting early in the academic year to establish how a child is settling into the academy environment
f. Operating an open-door policy for parents/carers with any queries or concerns.
g. Publishing a curriculum topic map detailing the areas of learning and the overarching theme of the term or half-term as well as a Curriculum Newsletter/termly overview
h. Inviting parents to attend informal meetings about areas of the curriculum.
i. Encouraging parents/carers to engage with their child's Learning Journal by adding their own contributions from home.
j. Offering three parent/teacher consultation meetings per year at which their child's progress is discussed
k. Sending a written report on their child's attainment and progress at the end of their time in reception
l. Parents and carers are invited to a range of activities throughout the academy year such as assemblies, workshops, plays/ productions and sports day etc.

8.0 Enabling Environments

8.1 We recognise that the environment plays a key role in supporting and extending children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

8.2 Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff.

8.3 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to self-select the activities on offer, to encourage independent learning. We ensure that resources and spaces are safe to use and are checked regularly.

9.0 Learning and Developing

9.1 Our curriculum is based on the educational programmes outlined in the Statutory Framework for the EYFS.

9.2 The curriculum encompasses the seven areas of learning and development that shape the educational provision in early years settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others.

The three Prime areas are:

a. Personal, Social and Emotional Development
b. Communication and Language
c. Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The four Specific Areas are:

a. Literacy
b. Mathematics
c. Understanding the world
d. Expressive arts and design

9.3 Our curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. Our plans are flexible to allow us to respond quickly to children's new interests and needs.

10.0 Characteristics of Effective Learning

10.1 Weaving throughout the EYFS curriculum are the three Characteristics of Effective Learning.:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviours and observing the context of children's play is essential.

11.0 Planning

11.1 Planning is based on observations and interactions with children to inform where the learning should move to. Although class teachers are responsible for writing plans, all members of the team attend meetings and give an input whenever possible.

11.2 Medium term plans identify the intended learning and are based on topics which respond to the needs, achievement and interests of the children. As a topic progresses it may take a different shape depending on what the children want to explore as well as the next steps in learning the practitioners have identified.

11.3 Phonics (RWI), maths and literacy will be taught discretely throughout the week and will include adult led sessions for the whole class, groups and individuals.

12.0 Observations

12.1 Staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the

direction of the planning. Relevant and significant observations are recorded in children's Learning Journeys.

13.0 Assessment

13.1 During the first six weeks in Reception, teachers assess the ability of each child using the Reception Baseline Assessment (RBA).

13.2 Ongoing assessment for children in nursery and reception involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. Practitioners will use point in time assessments to capture if children are on track. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

13.3 Assessment in the EYFS is based on observations of children in a range of learning opportunities. Regular assessments are made of the children's learning, and this information is used to ensure that future planning reflects identified needs. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.

13.4 Children's progress is closely monitored throughout the year so that children who are not on track can be supported to meet age-related expectations. Support is put in place for those children who have been identified as not on track.

13.5 Reception children are assessed against the Early Learning Goals during the summer term. The assessments reflect ongoing observations, and discussions with parents and/or carers and will indicate if a child .

13.7 At the end of the final term in Reception a copy of the EYFSP is sent to the LA for analysis. The child's next teacher uses this information to make plans for the year ahead. This information is also shared at parent meetings and in the end-of-year report.

14.0 The Learning Environment

14.1 The Early Years Foundation Stage classroom is organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc.

14.2 Children have access to both the inside and outside learning environments across the day. Nursery and Reception have their own outdoor area. Children also access the academy's extensive outdoor facilities; such as the Forest School and woodland areas and the garden.

14.3 Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

15.0 Teaching & Learning Styles

15.1 Our policy on teaching and learning defines the features of effective teaching and learning in our Trust.

15.2 Staff receive regular training in different curriculum areas to develop their skills and expertise.

15.3 Early years staff have a good understanding of child development and how young children learn.

15.4 In our teaching, we use a range of approaches that provide first-hand experiences, give clear explanations, provide appropriate interventions and extend children's play.

15.5 We put a huge emphasis on language and communication and ensure that we teach new vocabulary and give children regular opportunities for speaking and listening.

15.5 Our staff are skilled at knowing when to let children explore independently and when to intervene to move on their learning.

15.6 Our provision provides opportunities for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities

16.0 Transition

16.1 Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child so that they settle in to their new class quickly and happily.

16.2 Starting Nursery – Parents/Carers of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term. This provides opportunities to meet key staff and learn more about Nursery, in particular the settling in process. Parents/Carers will receive information packs inviting children to sessions in Nursery and information about the home visit process. Home visits are an excellent way to establish positive relationships and partnership between home and school. If parents/carers choose not to have a home visit, a meeting at school will be offered.

16.3 Each academy will operate a staggered approach to Nursery starters, building up to their 15 or 30 hour provision (not all academies offer 30 hours).

16.4 Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to;

a. Go through the academy handbook
b. Explain about uniform, PE kit and school dinners/ free school meals
c. Explain about holidays and absences
d. Purchase uniform and book bag if requested
e. Explain the arrangements for the gradual induction in to reception
f. New class sessions - The children are given opportunities to come in to school to meet their new class teacher and other children in their class. This means that before they join their new class the Reception environment is already a familiar place to them.

16.5 If children joining Nursery/Reception are attending another EYFS provider, staff will endeavour to visit them in the Summer term. This is an excellent opportunity to build on the work that pre-school settings have undertaken with the children. All children joining The Pegasus Partnership Trust from an EYFS provider in the LA will have a Transition Document and this will be used as the basis for assessment when the children join our academy.

16.6 Children transitioning from Nursery to Reception will have the opportunity to visit their Reception class in the Summer term. The Reception teachers will also spend time in the Nursery getting to know the children. Nursery staff liaise with Reception staff to support a successful transition.

16.7 Children joining Reception will receive a staggered start in to school, to ensure that they feel happy and settled and become familiar with all aspects of the daily routine.

16.8 Transition to Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole academy life will have been built upon; many of the teaching and support staff will already be familiar people to them. Children have the opportunity to meet their new class teacher and

spend a morning in their new class during the summer term. Year 1 teachers will also visit children in their Reception classes in the Summer term and liaise closely with the EYFS team to support transition.

17.0 Impact

17.1 Children in the Early Years at Priestmead are happy and settled. They are resilient and show enthusiasm for learning. The children feel comfortable in their environment and are able to access resources independently to support their learning. The children are happy and confident to talk about their learning and are proud of their achievements.

18.0 Monitoring and Review

18.1 The LA will moderate Reception on an annual basis. This may involve a moderation meeting with other schools from the borough or a visit by external moderators.

18.2. The EYFS leader will conduct learning walks, environment checks and book/Learning Journey scrutiny on a half termly basis.

18.3. The EYFS team will meet regularly to moderate data and with Y1, writing, reading and maths.

18.4 EYFS practitioners moderate with other schools. We work closely within TPPT to moderate across academies.

18.5 It is the responsibility of those working in Reception to follow the principles stated in this policy. Reception and Nursery leaders will carry out monitoring on EYFS as part of the whole academy monitoring schedule. The Local Stakeholder Group will also be part of this process.

19.0 Child Protection

19.1 Early Years staff follow the Trust child protection procedures related to the use of mobile technology.

19.2 Parents and carers are asked to switch their mobile phones to silent if they are coming into the early years setting and leave the setting if they need to use their mobile. Parents/carers are allowed to take photos of their own child but are prohibited from putting any photographs of other children on any form of social media without the other child's parental consent.

19.3 Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use academy equipment only for this purpose (see ICT and e-Safety policy)

19.4 With the exception of the Leadership Team, staff must only use mobile phones during breaks in the staff room and not whilst children are present, unless in an emergency situation for example, a serious accident in the classroom or outside area.

19.5 Academy Devices should be used for all recording/photographing purposes both in and out of school. These images should only be printed out on site and staff should not under any circumstances take photos or images of children home. Images will be deleted from any device prior to it being taken out of school. The use of personal mobile phones and cameras by staff to take photos of children's faces both in and out of school is not permitted, unless with prior consent from the Academy Lead.

20.0 Links

The EYFS Policy links to Government guidance including: ***H&S, Safeguarding***