



Eastgate
Academy

EASTGATE ACADEMY

EYFS POLICY

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“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, Department for Education, March 2021

At Eastgate Academy we believe play is essential for children’s development, building their confidence as they learn to explore, to think about problems and relate to others. We want children to be happy, confident, well rounded individuals with a love of learning.

Aims and Principles

- Early Years practitioners should ensure that all children feel included, secure and valued.
- To provide a relevant curriculum with tasks that make sense to the children and are both practical and purposeful.
- To provide opportunities for children to engage in activities planned by adults and those that children plan or initiate themselves. Practitioners must consider the individual needs and interests of each child, and use this information to plan a challenging and enjoyable experience in all areas of learning and development.
- Practitioners acknowledge the holistic nature of young children’s learning and natural links will be made between different areas of the curriculum, with the emphasis on learning through play and the importance of developing communication and language skills.
- Practitioners must create a learning environment that develops children’s imagination and encourages children to explore and express their ideas and feelings.
- Practitioners must respond to each child’s emerging needs and interests, guiding development through positive interaction.
- Involve parents and carers.

Early Years Practice

Early Years practice at Eastgate Academy is shaped by four overarching principles.

A unique child – We recognise that every child is a competent learner who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships – we recognise every child can learn to be strong and independent through positive relationships.

Enabling environments with teaching support from adults – We recognise every child will 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 over time.

Learning and development

At Eastgate Academy the EYFS curriculum is shaped by seven areas of learning and development, all of which are important and inter-connected.

The Prime areas particularly important for building a foundation for igniting curiosity and enthusiasm for learning, forming relationships and thriving.

The **Prime areas** are

- Communication and Language
- Physical development
- Personal, social and emotional development.

The three prime areas are strengthened and applied through the four specific areas.

The **specific areas** are:

Literacy

Mathematics

Understanding the World

Three characteristics of effective teaching and learning are:

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.

Helping children to learn

At Eastgate Academy we recognise that children learn through a mix of different approaches. Children learn through play, by observing each other, by adults modelling and through directed teaching sessions and guided learning. We value play, acknowledging that it is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. We strive to provide opportunities for high-quality play by ensuring that our indoor and outdoor learning environments are well resourced, planned and organised. Learning environments respond to and widen children’s interests by

introducing the children to new materials, experiences, activities and artistic expressions.

Assessment

Staff at Eastgate Academy use their excellent understanding of child development to effectively assess every child, these assessments guide our planning, routines and resourcing to help us to recognise every child progress and understand each child's needs. As staff interact with the children throughout the day they respond to their own day-to-day observations about children's progress and observations that parents and/or carers share.

Assessments help staff to know which children are getting on well so that they can continue to be challenged and stimulated. Assessment also highlights when children are not making enough progress. Staff can then use assessments to plan appropriate extra help for these children. Assessment is also used to highlight whether a child has a special educational need. We ensure that parents and/or carers are kept up to date with their child's progress and development through regular meetings, daily conversations and the use of Tapestry.

A short assessment, the **Reception Baseline Assessment (RBA)** is taken in the first six weeks in which a child starts in a Reception class.

As an end of EYFS assessment, the Early Years Foundation Stage Profile (EYFSP) is completed at the end of the summer term. Each child's level of development is assessed against the early learning goals, staff indicate whether children are meeting expected levels or development, or if they are not yet reaching expected levels. This information is also shared with Year 1.

Transitions

AT Eastgate Academy we recognise transitions are significant events for children and can have an impact on their development. WE view transitions as a process that involves children, practitioner and parents and/or carers together.

We ensure that every child at Eastgate Academy benefits from a smooth transition from Nursery to Reception by:

- visiting every child in their pre-school or nursery settings during the Summer Term.
- inviting every child and their parents and/or carers to spend some time in Reception class to familiarise themselves with Eastgate Academy.
- inviting all parents and/or carers to join Tapestry.
- Offer a home visit to meet with staff to discuss their child starting school and any worries or concerns that they or their child might have.
- A staggered start to school.

We ensure that every child at Eastgate Academy benefits from a smooth transition from Reception to Year 1 by:

- having a 'move up day' that enable the children to become familiar with the Year 1 staff and the Year 1 classroom.
- ensure that Reception and Year 1 staff have a transition meeting to discuss the needs of each child.
- extend the EYFS approach into Year 1, by offering opportunities for play based learning including opportunities for outdoor play.

Home and school links

We recognise that parents and carers are a child first and most enduring educators. We endeavour to form strong, co-operative and respectful partnerships with all of our parents and/or carers at Eastgate Academy.

Key Person

We acknowledge that children learn best when: they are healthy, safe and secure, their individual needs are met and they have a positive relationship with the adults that care for them. Every child in reception at Eastgate Academy is allocated a Key Person. The role of the Key Person is to help ensure that every child's care is tailored to meet their individual needs to help the child become familiar with the setting and build a relationship with the child and their parents and/or carers.

Intimate and Personal Care

Every child has the right to be safe and to be treated with dignity and respect. Staff involved with intimate care of children will be sensitive to their individual needs.

Intimate care tasks specifically identified as relevant include:

- dressing and undressing (underwear)
- helping someone use a toilet
- cleaning/wiping/washing intimate parts of the body.

Personal care tasks specifically identified as relevant include:

- dressing and undressing (clothing)
- prompting to go to the toilet

Monitoring and Review

It is the responsibility of those working in the Early Years to follow the principles stated in this policy. The SLT will carry out monitoring on EYFS as part of the whole school monitoring schedule.

