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Version No. 1	<b>STANDARDS AND ASSESSMENT POLICY – Standards Committee</b>	

## EYFS POLICY

This section should be completed following ratification of the Policy.

	Name	Signature	Date
Chair of Sub-Committee's Approval	Neal Prescott		June 2018
Chief Executive Officers Approval	Paul Watson		June 2018
Chair of Trust's Approval	Becky Hickford		June 2018
Recommended Review Date:	2 Years – June 2020		

### Ownership

Preston Hedge's Primary School is responsible for the production and maintenance of this document. It is issued by the Clerk, [clerk@prestonhedges.org](mailto:clerk@prestonhedges.org) to whom any change requests or queries should be directed.

### Version Control

This document is issued and maintained in accordance with Preston Hedge's Primary School procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	June 2018	Initial Trust policy created	CS/BD/TC



## Early Years Foundation Stage Policy

### The Vision for Early Years Foundation Stage

The Preston Hedge's Academy Trust recognise that the Early Years is the beginning of a child's educational journey; it lays the foundations and builds the characteristics of a successful, enthusiastic and confident learner.

The Trust recognises that the environment in the Early Years is fundamental, because it provides opportunities for purposeful engagement in structured play, through which children develop the effective characteristics of learning.

The outdoors is an integral part of learning and is an extension of the classroom. We believe that the outdoors should be rich in opportunities to develop and secure all areas of prime and specific learning.

At this young age children, should be immersed in an environment, which reflects current learning and celebrates, innovative and creative practice.

No matter what their starting point, the Trust have high aspirations for all pupils and strive to ensure that each child reaches their full potential, through the highest quality teaching and learning. All adults are pertinent to challenge and support to enable all learners to succeed.

#### Structures in EYFS

The principles and structures of the Early Years practice is built on an understanding of outstanding teaching and learning. Every EYFS team in the Trust builds their practice on these philosophies and structures. We recognise that children learn at different rates and need varying levels of support in the different areas to become successful, confident learner's. Therefore, the structures reflect the same principles, but have a slightly different approach.

As part of our belief in the need for immersive learning for EYFS children, the learning week will be structured into a mix of English mornings and Maths mornings (running the entirety of the morning). This enables pupils to have the time to embed their learning, across a two week period, with both subjects being given equal weighting.

#### English

English should be creative and innovative in its approach to encourage a love of the written word. On an English morning, there is an expectation that each session starts with whole class adult led input, which wherever possible will be linked to high quality texts. For children to be successful, we recognise that reading and writing needs to be modelled by an adult. The adult initiated

continuous provision is expected to link to the area of English that the children are learning and provide stimulating and engaging activities for children to consolidate and deepen their understanding in relation to the learning objective and stimulus.

Outdoor adult initiated provision will continue to enrich the learning in English, with an evident range of opportunities for writing, supported by a language rich environment. We recognise that this will be alongside other elements of the outdoor provision which will allow children to continually and independently engage in other prime or specific areas of their learning.

During each session, there will be at least one adult within the setting who will take groups of children, based on prior assessment, to support or challenge their learning. There will also be opportunities for adults to record pupil's independent learning during the session.

Through this, there is an expectation that all children will work within an adult led session throughout the course of the morning, or within the course of two mornings.

### **Phonics**

The main tool we use for phonics is the Letters & Sounds programme, however we recognise that children learn in different ways and therefore in conjunction with the Principal / Headteacher, the Early Years Team may choose to adapt materials to suit the needs of the individual child. This is especially pertinent for pupils who have SEN and EAL.

The notion of phonics is introduced to the children from the outset of their time in Reception, when the team feel it is their appropriate for their cohort. However, when the pupils are in full time, it is expected that formal phonics will commence.

To ensure that the needs of every child is met, phonics is delivered through small fluid groups, based on regular in assessment. We recognise that best practice is interactive and is set at a pace that works for the children involved.

### **Handwriting**

The Trust follows the cursive handwriting scheme, as we believe that it helps the children to develop letter structures that they can easily join as they progress through the school. The expectation is that handwriting is taught daily, and is reinforced in all writing that the children do.

Handwriting and phonics are a daily part of the timetable .

### **Mathematics**

On a Maths morning, there is an expectation that each session starts with whole class adult led input. This should be interactive, fast paced and well-resourced to enable children to meet their learning objective in a practical manner. The adult initiated continuous provision is expected to link to the area of Maths that the children are learning and provide stimulating and engaging activities for children to consolidate and deepen their understanding. Outdoor adult initiated provision will continue the Maths learning, with an evident range of Maths and number based resources in place. We recognise that this will be alongside the other elements of outdoor provision in place to allow children to independently engage in other prime or specific areas of their learning.

During each session, there will be at least one adult within the setting who will take groups of children, based on prior assessment, to support or challenge their learning. There will also be opportunities for adults to record pupil's independent learning during the session.

There is an expectation that all children will work within an adult led session throughout the course of the morning, or within the course of two mornings.

### **Outdoors**

The Trust believes that having an engaging outdoor environment is a vital part of outstanding EYFS practice. There is an expectation that the outdoors is an extension of the classroom, and therefore it should be linked to both the subject learning and the wider curriculum theme that is being studied at that point in the year, which will be evident on planning. The theme should be clearly evident, with rich language and number resources available (weighted appropriately to the specific subject day). There is an expectation that there will be a varied range of activities that enable the children to develop the wider prime areas of learning. The outdoor environment is accessible to children at any point within the school day, therefore there must be an adult outdoors to support learning at all times.

### **Prime Areas**

The Prime areas are key to developing the whole child further. Whilst there are opportunities for children to develop these skills throughout the whole day, the afternoon is an important time to develop these skills further, through highly engaging adult initiated learning opportunities.

### **Themes in Early Years**

As part of the creative curriculum that runs across the Trust, the expectation is that the EYFS will follow a themed approach to the curriculum. The classroom should breathe and enthuse children about their themed learning.

### **Assessment**

All schools within the Trust will undertake a baseline assessment (based on a teacher assessment of the pupil's abilities against the Development Matters framework). This will be in place before the end of Term 1, and will be subject to an across Trust school's moderation, where the EYFS team will validate judgements.

Targets will be set by Principal/Headteacher/SLT member who leads on EYFS standards, and will be set with the aim of outcomes being in line with or above National outcomes and moving towards being in line with or above Outstanding school's outcomes. These targets will also be set to ensure maximum pupil progress, and to reduce or eliminate any variances within pupil groups.

There will be 3 further data cycles after baseline, (agreed by the teams and Principals/Heads on an annual basis). This data will be gathered from teacher assessment underpinned by robust evidence against the Early Learning Goals and all data will be moderated by the Trust school's teams before final data is agreed.

### **Pupil Premium & LAC pupils**

The Trust seeks to narrow the gap between pupils eligible for the Pupil Premium or LAC funding and their peers. As part of the pupil premium strategy, any barriers to learning will be identified, and all funding will be spent on ensuring that the academic and wellbeing of these pupils allows them to succeed as well as possible. There is an expectation that meeting the needs of these pupils are a clear focus of all adults within the setting.

## **Parents**

Parents are an integral part of their child's development and we value the relationship with parents that enables all of our pupils to be happy, confident and highly successful. We recognise that this is the beginning of our relationship with families and therefore, we offer a range of transition opportunities which are outlined in the following paragraph.

Throughout the year, parents are welcomed into school to celebrate their child's successes and are also provided with regular opportunities to learn how to support their child at home. The Trust has a commitment to reporting to parents on a regular basis in the form of formal reports (three times a year) Parents Evenings and online systems that enable parents to view their child's learning.

## **Transition into School from Reception**

As a Trust, we believe that it is imperative that pupils have a settled start to their life at school, so that they are able to flourish from the very beginning. We value transition, as we recognise that in order to achieve outstanding outcomes, pupils need to feel safe, confident and happy within their environment.

As a Trust, we consistently reflect on the arrangements for Reception pupils to ensure that it meets the needs of every child and is reasonable for families to manage for a short period of time. With this in mind, we set the following transition period for our Reception pupils and their families.

## **Prior to starting school in September**

Opportunities for the children to visit their school in the summer term are organised at a local level, along with parent meetings. Home visits happen across the Trust in September, when the rest of the school has returned. These are a valuable experience for the Reception Team to build relationships with families and gain further information about each individual child.

In September, the youngest children begin on the first day in a small group to ensure that they are happy and settled in the environment. This group has an additional day of settlement, before other pupils arrive to enable our youngest children to build strong relationships with staff and their peers. Over the period of the first week, the rest of the class join, so that all pupils have joined the school by the end of the week.

Initially, pupils stay at school for the morning during their period of transition. This enables the Reception team to build an early picture of each child's needs, whilst building a relationship with each child so that they are content to leave their carers for longer periods. The time spent at school is built gradually, with all children staying for lunch after the children's first full week of school.

## **Individual Children**

Some children can find the transition into school very challenging and therefore may not be ready emotionally to begin school full time after such a short period of time. In this instance, the Reception Team and members of the Leadership team, will work with families to provide further transitional support for the child to settle them as quickly as possible to improve their well-being.

## **Collaboration**

As part of a shared collaborative approach, teams across the Trust meet regularly to review the practice and philosophies of EYFS, to ensure that this policy is being consistently applied.

To facilitate this, leaders make a commitment to release staff from the EYFS once a term six times a year for MAT collaboration, to reflect on priorities and provide opportunities for staff development.

As part of commitment to collaboration, leaders from across the Trust will work alongside Senior Leadership Teams in the individual schools to evaluate the quality of provision. Where the quality of provision or standards are not in line with the Trust's expectations, the CEO has the authority to determine and shape the practice to drive standards and rapidly improve practice.

### **Staff Development & Training**

As a Trust, we believe that it is invaluable to ensure that our EYFS staff are consistently up to date with the changing landscape of the Early Years. This will ensure that they are able to reflect on their practice and improve it further to drive innovation and creativity, ensuring that each provision provides the highest quality experiences for children.

With this in mind, the Trust is committed to regular CPD experiences for staff within the schools of the Trust and beyond. Furthermore, in order to ensure that standards are consistently maintained across the Trust, new staff will be provided with opportunities to observe and engage with outstanding practitioners within the Trust, to fully understand the philosophies, vision and standards of the Early Years Foundation Stage.

**End of document**