



Early Years Foundation Stage Policy

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Author	Summary of changes	Issue	Date Applicable From	Approved by	Date of Next Review
Emma Lerigo	New Policy	1	2022/05/23	Governors	2022/05/23

Equality Impact

Statement We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.

The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.

Screening This document has been screened by the Equality Team and the impact has been assessed as:

- Not applicable
- Low
- Medium
- High



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association.

3. Curriculum

3.1 Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

3.2 The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

3.3 The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

3.4 The prime areas are strengthened and applied through 4 specific areas:

- Literacy



- Mathematics
- Understanding the world
- Expressive arts and design

4. Assessment

4.1 Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

4.2 Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

4.3 In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.4 Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

4.5 As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

4.6 Ongoing formative assessment is at the heart of Hollinwood practice. This is carried out through observation of play every day and planned activities through 'Look listen and note'. These observations are analysed and inform future planning.

4.7 The Early Years Foundation Stage Profile is a summative assessment completed in the final term of the Reception class. Best-fit judgements are made from observations. The profile is based on our ongoing observation and assessment in all 7 areas of Learning and Development split into 17 aspects. End of year judgements are completed four weeks before the end of the summer term and sent to the LA as required.

5. Assessment

5.1 At Hollinwood Academy, ongoing assessment is an integral part of the learning and development processes.

5.2 Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

5.3 Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

5.4 At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

5.5 The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.



5.6 The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

6.1 We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

6.2 Parents and/or carers are kept up to date with their child's progress and development through the Evidence for Learning online platform. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

6.3 The class teacher and the team ensure that their learning and care is tailored to meet their needs.

6.4 The class staff support parents and/or carers in guiding their child's development at home. This team also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Emma Lerigo EYFS Lead practitioner every 2 years. At every review, the policy will be shared with the governing board.



Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

