



EYFS Policy

Local

Reviewed: May 2025

Next Review Date: May 2026

Role Responsible: Head of School



RATIONALE

Children's first years in school provide the foundation for lifelong learning. Good learning habits and positive attitudes are nurtured from the earliest stage, building on home-life experiences and the work of pre-school settings. At Humberstone Infant Academy we believe in working as partners with families and other professionals, as appropriate, to support children in their learning and development. We also recognise that children begin school with a wide range of knowledge, experience and skills, and we aim to draw upon and foster these skills and interests throughout the Foundation Stage.

We are committed to nourishing each child's self-esteem, self-worth and self-confidence as well as developing children's knowledge and skills. We achieve this through a carefully planned environment and range of learning opportunities that are both children initiated and adult led. As a team, we place high importance on providing the children with a range of real-life, motivating and challenging activities to develop their independence and provide them with a sound knowledge and skills base across the seven areas of learning and four underlying themes as outlined in the Statutory Framework for the Early Years Foundation Stage 2021.

AIMS

Our aims for all the children in our care are:

- To develop a lifelong joy and enthusiasm for learning. This includes how to stay safe, be happy and healthy, to enjoy and achieve and to make a positive contribution to their community.
- To develop the ability to create and think critically.
- To access safe, happy and stimulating learning environments, both indoors and outdoors, where they can develop the skills and knowledge needed to become successful, confident and independent learners.
- To experience a warm and welcoming atmosphere in school, where high standards of behaviour are expected and children feel safe, secure and valued.
- To experience a curriculum that matches children's needs and interests
- To take managed risks, whilst learning to recognise and avoid hazards.
- To achieve the Early Learning Goals
- To prepare the children for a successful transition to KS1, through effective partnership with the infant teachers and the use of effective tracking and monitoring.

THE EYFS FRAMEWORK

The education we offer follows the EYFS statutory guidance and has four guiding principles that shape our practice:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments

4. Learning and Development

A UNIQUE CHILD

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Practitioners:

- Support children to develop a positive sense of their own identity and culture.
- Identify any need for additional support.

EQUAL OPPORTUNITIES AND INCLUSION

The foundation stage operates within the school's policies for equal opportunities and inclusion. The school admissions policy sets out the criteria for accepting looked after children, and those with special needs. No child within the foundation stage will be excluded or disadvantaged in respect of their gender, special needs, disability, faith or social/ cultural background. We set realistic and challenging expectations that meet the needs of all our children: boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. The curriculum teaches children to respect different cultures and needs. Differences will be celebrated and used to enrich the ethos of the setting, making use of resources and places in the local area which reflect diversity and are free from discrimination and stereotyping.

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children who are more able, and those with specific learning difficulties and disabilities.

These principles will be reflected in all activities within the setting and discrimination in any form will be challenged.

WELFARE AND STAFFING RATIOS

At Humberstone Infant Academy we understand the specific legal requirements as stated in the EYFS Statutory Framework. These are covered in school policies for Safeguarding, Health and Safety (including Risk Assessments and First Aid), Administration of Medicines, Special Educational Needs/ Inclusion, Behaviour and Anti-Bullying.

The nursery class has a ratio of 1:13 in accordance with current legislation. The reception (F2) classes have one qualified teacher and a teaching assistant.

POSITIVE RELATIONSHIPS

At Humberstone Infant Academy we recognise that children learn to be strong and independent learners through warm, trusting relationships. Through good relationships children will respond positively to challenges and feel confident to try

things out without fear of failure. All staff involved with the EYFS aim to develop respectful, secure relationships with all children and their parents/carers, interacting positively and taking time to listen and communicate with them.

Effective teaching means systematically helping children to learn so that they make connections in their learning, are actively led forward, and can reflect on their learning. The more practitioners know about each child, the better they are able to support and extend each child's learning and are able to judge when they are ready to be taught new skills. Practitioners observe children sensitively and respond appropriately to encourage and extend curiosity and learning. Through observation they discover what children like to do, and when they feel confident, scared or frustrated, and use this knowledge to support children taking their lead and direction from what children say or do. Children are taught about respecting themselves and each other, this includes understanding and recognising feelings and supporting children in developing friendships. Practitioners set an example through open and friendly professional relationships and by developing good lines of communication with parents/carers.

PARENTS

The school welcomes parents and carers as their child's first educators. Parents of children entering the Nursery have the opportunity to visit their classroom and meet staff. In September, the children visit the nursery for short 'stay and play' sessions in small groups, ensuring that children settle as readily as possible.

In F2 parents attend an induction evening in the summer term before they begin school and then children visit their new classes on transition day along with the rest of the school. There is a staggered start within the first week of term to welcome children in small groups and parents are invited to meet with their child's class teacher to discuss approaches to teaching in the F2 setting and any of their child's specific needs.

In both Nursery and F2, parents are offered regular opportunities to talk about their child's progress and development through formal parents' evenings and at other times as needed. Tapestry is used to share key moments of learning in school and child's successes with parents. Parents are encouraged to talk to their child's teachers about any concerns they may have as soon as they arise.

ENABLING ENVIRONMENTS

We know that 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 over time.

We aim to provide:

- Stimulating resources, relevant to all the children's cultures and communities.
- Rich learning opportunities through play and playful teaching.
- Support for children to take risks and explore.

At Humberstone Infant Academy we aim to provide the children with well planned experiences which take account of what the children already know and can do. We acknowledge that children in EYFS learn best through play and activities are planned with this in mind. The environment is constructed, and the timetable planned to allow children many opportunities to play together in the different areas of indoor provision. There are also regular opportunities for children to access the outdoor provision as all foundation stage classrooms have access to a safe, shared outdoor area.

PLANNING

We provide opportunities for children to engage in both adults led and child-initiated activities. We recognise that planning will need to be adapted and altered to reflect the children's needs and interests as identified through observations and monitoring, and will build upon the learning, dispositions and attitudes shown. All areas of both the indoor and outdoor provision have detailed plans to include resources available for the continuous provision, enhancements linked to interests, shared texts or areas of learning, expected interactions and language development. Planning is shared with all early year's staff and discussed with the team leader during a weekly meeting to ensure understanding by all practitioners working in the setting.

CONTINUITY AND PROGRESSION

Teachers are aware of the varying starting points of children and the need to ensure that the curriculum reflects the progression from nursery and pre-school experiences to F2 and into KS1, whilst providing a variety of contexts for learning. In the nursery there is a strong emphasis on the three Prime Areas of the EYFS: Communication and Language, Physical Development and Personal, Social and Emotional Development. The children enjoy outdoor play including using wheeled toys and have access to a wide range of playful activities to encourage gross and fine motor control. There is a focus on effective oracy skills with staff providing rich and skilful modelling. Whole class teaching and small group work is introduced as appropriate.

In F2, short whole class teaching sessions are initially introduced alongside group or individual work/play reflecting all seven areas of learning. As the F2 year progresses, children are encouraged to develop concentration and stamina in preparation for whole class and group work in Year 1, whilst maintaining a continuing balance between adult directed and child-initiated activities,

ASSESSMENT, RECORDING AND REPORTING

Throughout the foundation stage, teachers and TAs make assessments based on incidental observations, planned observations and structured tasks linked to specific knowledge, skills and concepts from the EYFS curriculum. Adults track progress over time against the areas of learning to identify next steps and to contribute to their EYFS Profile assessment which is completed at the end of their reception year. The EYFS Profile assessments are moderated with the team leader. A written end of

year report for parents is also completed, summarising attainment and progress over the course of the year.

At the end of Nursery, the class teacher completes an end of year report for all children moving to F2.

LEARNING AND DEVELOPMENT

There are seven educational programmes that set out what should be taught across the seven areas of learning and development from the statutory EYFS Framework. This forms the basis of the school's EYFS Curriculum. These are broken down into prime and specific areas: the three prime areas that are important for learning and forming relationships and the four specific areas that help strengthen and develop these, as well as ignite children's curiosity and enthusiasm. All areas of learning and development are important and inter-connected.

The prime areas of learning and development are:		
Communication and language	Physical development	Personal, social and emotional development

The specific areas of learning and development are:			
Literacy	Mathematics	Understanding the world	Expressive arts and design

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

The three characteristics of effective teaching and learning are:

1. Playing and exploring - children investigate and experience things, and 'have a go'.
2. Active learning - children concentrate and keep on trying if they encounter difficulties.
3. Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

THE EYFS TEAM LEADER

The EYFS team leader will:

- Lead the planned programme of monitoring, to include lesson observations, learning walks, scrutiny of books and talking to children.
- Lead on developing outstanding practice through coaching, weekly phase meetings and CPL as required.
- Lead moderation of assessments across Nursery/ F2
- Discuss assessment information with the EYFS team so that this can inform future planning.
- Plan an effective staff development programme in line with the School development Plan.
- Keep up to date on national and local developments in Foundation Stage policy and practice.
- Disseminate information about new initiatives, training courses and research into best practice.
- Ensure that two-way communication is maintained between the foundation team and the senior leadership team.
- Liaise with infant colleagues with regard to continuity and progression.
- Implement, review and update the foundation stage policy in line with the policy review cycle. Liaise with outside agencies and preschool settings.

CONCLUSION

Through the implementation of this policy we aim to develop children who are happy, confident individuals and members of their communities, curious about life and learning and enthusiastic about the challenges they encounter.