



THE PRIORY
LEARNING TRUST

Early Years Foundation Stage (EYFS) Policy

Policies approved by the Board of Trustees

Signed:

Name: Barry Wratten

Date: 1st September 2020

Chair of Board of Trustees

Authorised for Issue

Signed:

Name: Neville Coles

Date: 1st September 2020

Chief Executive Officer

History of Policy Changes

Date	Version	Change	Origin of Change e.g. TU request, change in legislation	Changed by
May 2020	1	New statutory policy	Trustees' review of statutory polices	

This policy applies to The Priory Learning Trust and its academies.

Date policy adopted	September 2020
Review cycle	Annual
Review date	May 2021

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1. Policy Statement

The Foundation Stage applies to children from three years of age to the end of the reception year. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage. The early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do;
- it ensures that no child is excluded or disadvantaged;
- it offers a structure for learning that has a range of starting points, content opportunities for learning both indoors and outdoors;
- it provides a rich and stimulating environment.

The policy:

- Clarifies the legal requirement and responsibilities of The Priory Learning Trust (TPLT) and its member schools.
- Clarifies our approach to EYFS
- Gives guidance on developing and implementing and monitoring of EYFS

2. Aims of the Foundation Stage

The curriculum of the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's :

- personal, social and emotional well-being;
- positive attitudes and dispositions towards their learning;
- social skills;
- attention skills and persistence;
- language and communication;
- reading and writing;
- mathematics;
- knowledge and understanding of the world (including Religious Education);
- physical development;
- creative development
- computing.

3. The Foundation Stage Curriculum

The curriculum for the Foundation Stage reflects the areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning. The Early Learning Goals are mapped in line with the objectives in the National Curriculum. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

The more general features of good practice in our Trust that relate to the Foundation Stage are :

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the relationships between home and school and the use of parental input prior to the children starting school;
- the clear aims for our work and the regular monitoring to evaluate and improve what we do;
- the identification of training needs of all adults working within the Foundation Stage.

4. Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate. Tapestry is used to record assessments and to share learning with families. Parents/Carers receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

5. Policy review

The working of this policy will be reviewed by the Trustees annually. As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements.