



Inspire Education Trust

Together we achieve, individually we grow

Early Years Foundation Stage (EYFS) Policy

Policy Date: January 2024

Review Date: January 2026

Document History

Version	Status	Date	Author	Summary Changes
V1		Dec 21	Sarah Ashworth	Initial Draft
V2		Jan 24	Sarah Ashworth	Changes made inline with update from Statutory framework – safeguarding and welfare Use of devices to capture images

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In partnership with parents and carers we enable our children to begin the process of becoming active learners for life.

We endeavour to ensure that our children are given “the best possible start in life to enable them to fulfil their potential” (Statutory Framework for the EYFS 2021). We believe that each child is a **unique individual** who is constantly learning and can be resilient, capable, confident, and self-assured. Our children learn to be strong and independent through **positive relationships**. All our children are active, inquisitive, and intelligent and we provide them with a caring, secure **environment** which is also challenging and interesting. Our children **learn and develop** in different ways and at different rates.

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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from January 2024](#)

3 Structure of the EYFS

The EYFS applies to children from birth to five.

At Clifford Bridge Academy, Walsgrave CofE Academy, Hearsall Academy and Whittle Academy we offer:

Nursery:

- Children start Nursery the September after they turn 3.
- If there are spaces in Nursery we will be able to offer some children a place at our Nursery for the term after they turn 3 years old. (eg. A child who turns 3 in November could start Nursery in the January).
- We have places for 26 children in each of the sessions.
- We run a morning session – 8.30-11.30 (3 hrs) and an afternoon session 12.30-3.30 (3hrs) – Universal free 15 hours of childcare.
- If eligible, we also offer children a 30 hour place – 8:30-2:30. There is the option to also add an additional hour on to the day. This comes at an extra cost of £4.50 a day or £20 a week if the child stays for the extra hour every day.

Reception:

- Two classes with 30 children in each class.
- 1 class of 30 children at Whittle Academy

At Hearsall Academy from January 2022 we will also be offering 2-year-old provision.

At Stockingford Academy we offer

Reception:

- Two classes with 30 children in each class.

4 Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024.

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.

The prime areas are:

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

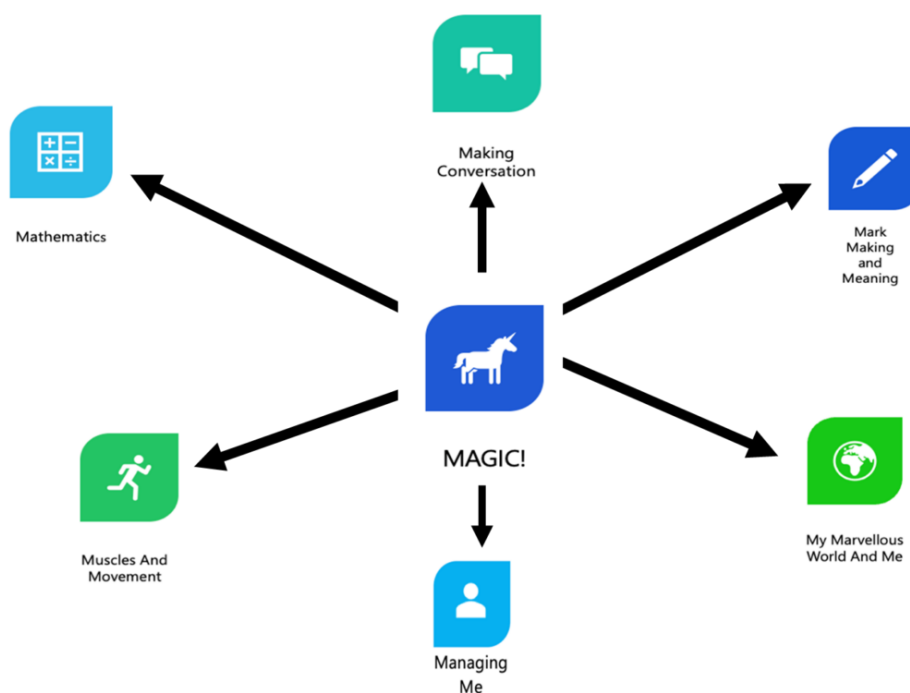
The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Trust aims to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

- To provide engaging, challenging, and exciting play-based learning opportunities for all
- To develop children's communication skills
- To develop children's abilities to manage emotions and build a positive sense of self
- To provide high quality phonics and early reading teaching so become confident mark makers and readers
- To develop and improve children's skills in counting, understanding, and using numbers as well as exploring shape, space, and measure
- To provide opportunities for children to explore the world around them
- To develop enthusiastic risk takers who set their own challenges and follow their own interests and lines of enquiry

At Inspire, we have designed our own bespoke curriculum that encompasses the 7 areas of learning and the characteristics of learning in an engaging and exciting curriculum that we call **The Ms.**



We prioritise **making conversations** and learning to communicate, supporting children to **manage** themselves, **mark making** and understanding the **meaning** of marks, developing secure early **mathematical** skills, exploring the **marvellous world** around them, and giving children the opportunities to use and develop their **muscles and movement**.

Magic is at the heart of all we do, making sure that our children are engaged and excited in all their learning.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. 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. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

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. All children's progress is recorded on Tapestry.

5 Assessment

At Inspire, ongoing assessment is an integral part of the learning and development processes. 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.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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

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

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. The profile is moderated internally and in partnership with all Inspire schools. EYFS profile data is submitted to the local authority.

6 Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. 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. Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7 Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children (Hearsall Community Academy)
- For children aged 3 and over:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children. We comply with infant class size legislation and have at least 1 teacher per 30 pupils
- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

All level 2 and level 3 staff members hold a valid paediatric first aid (PFA) certificate, otherwise they cannot be included in ratio (Section 3, Paediatric first aid)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We also provide children with the opportunity to explore good dental health in their play and provision, for example, playing with the giant model teeth and toothbrush.

Staff only use school iPads to capture any images of children. Photographs and videos are only taken of children if parents have given their consent.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8 Monitoring arrangements

This policy will be reviewed the Inspire Early Years Leader every 2 years.

Responsibility

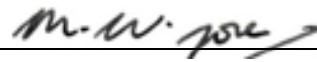
The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Reviewed by: Sarah Ashworth January 2024
Next Review Date: January 2026
Approved by Directors: 5 February 2024

Signed:



Lois Whitehouse
CEO



Mark Gore
Chair of Standards