

Title	<b>Early Years Foundation Stage (EYFS) Policy</b>
Associated Policies	<ul style="list-style-type: none"> <li>• Safeguarding Policy (TPO/HS/05)</li> <li>• Special Educational Needs and Inclusion (TPO/STU/05)</li> <li>• Student Care and Welfare (TPO/STU/06)</li> <li>• Equality Policy (TPO/EO/01)</li> </ul>

REVIEWED: **JANUARY 2025**

NEXT REVIEW: **JANUARY 2028**

**1. Introduction:**

At Brooke Weston Trust we believe .....*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. '* (Statutory Framework for the Early Years Foundation Stage (DfE))

At Brooke Weston Trust we are aware.....*'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'* (Statutory Framework for the Early Years Foundation Stage (DfE))

The EYFS, which refers to children from birth to five years of age, is based upon the following four principles: **a unique child; positive relationships; enabling environments; learning and development** and it seeks to provide: **quality and consistency; a secure foundation; partnership working; and equality of opportunity.**

**2. Aims:**

This policy aims to ensure:

- To give every child the best possible start in life and the support that enables them to fulfil their potential.
- 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy

**3. Legislation**

This policy is based on requirements set out in the [2024 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association.

We believe this policy should be a working document that is fit for purpose, represents BWT ethos, enables consistency and quality across the schools and is related to the following legislation:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Statutory Framework for the Early Years Foundation Stage (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

**4. Structure of the EYFS:**

Those primary schools within BWT supporting EYFS will have its own structure of Nursery and/or Early Years provision. Details for individual schools can be found by contacting the primary school directly.

**5. Curriculum:**

Our early years settings follow the curriculum as outlined in the 2024 statutory framework of the EYFS. 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

### 4.1 Planning

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

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, practitioners 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. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

## 6. Assessment:

At BWT, 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. Practitioners also take into account observations shared by parents and/or carers.

Where there is a nursery setting, when a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with an annual 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.

In Reception, children are assessed termly against BWT developmental 'milestones'. As stated in [Development Matters \(July 2021\)](#) these "set out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next."

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 ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers annually.

**7. Working with parents.**

We recognise that children learn and develop well when there is a strong partnership between practitioners 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.

In Nursery 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.

**8. Safeguarding and welfare procedures:**

Our safeguarding and welfare procedures are outlined in the BWT safeguarding policy.

**9. Monitoring arrangements:**

This policy will be reviewed by the Strategic Development Group on behalf of the Trust Board. At every review, the policy will be shared with all academies.

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Principal and any nominated governor.

**Document Control**

<b>Date of last review:</b>	January 2025	<b>Author:</b>	MJU – Revised by Primary Principals
<b>Date of next review:</b>	January 2028	<b>Version:</b>	2
<b>Approved by:</b>	Strategic Delivery Group	<b>Status:</b>	Ratified

**Summary of Main Changes**

V1: EYFS policy created and issued to Primary schools.

V2:

- **References and links to the EYFS statutory framework updated to the 2024 version throughout the whole document.**
- **Clarification that BWT uses it own milestones and not those listed in Development Matters (section 6)**