

DEMAT EYFS Policy

Schools that are participating in the **EYFS Reforms Early Adopter** year will be exempt from following the current Early Years Statutory Framework for the academic year 2020/21 and will follow the Early Adopter Framework instead until full statutory roll out of the new framework in September 2021 (at this point a new EYFS Policy will come into effect). EYFS Early Adopter schools must complete an EYFS profile for each child in the summer term of the academic year in which a child reaches age 5 years, and no later than the final week of June 2021. Each child must be assessed against the **new** 17 Early Learning Goals (ELGs) and teachers may choose to provide a commentary on the 3 characteristics of effective learning.

In the development of this policy consideration has been given to Equality and Diversity and Data Protection.

Equality and Diversity

The Diocese of Ely Multi-Academy Trust (DEMAT) is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals can make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

Data Protection

DEMAT will process personal data of staff (which may be held on paper, electronically, or otherwise). DEMAT recognises the need to treat this data in an appropriate and lawful manner, in accordance with the Data Protection Act 2018 (DPA).

	Version	Date
Date approved by DEMAT Standards and Ethos Committee	1	20 November 2019
Date on which DEMAT consulted with the unions if applicable		Not applicable
Effective date as determined by DEMAT	1	20 November 2018
Policy to be reviewed annually from date last approved by DEMAT Standards and Ethos Committee	3	November 2021

For all questions in relation to this policy please contact the DEMAT Director of School Performance on 01353 656760.

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Application of the Policy

This policy is to be used by all employees employed by The Diocese of Ely Multi-Academy Trust (DEMAT).

DEMAT EYFS Policy

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.
- 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.

2. Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our Funding Agreement and Articles of Association.

3. Structure of the EYFS

Each primary school within DEMAT will have its own Structure of Nursery and/or EYFS provision. Details for individual schools can be found by contacting the primary schools.

4. Curriculum

Our early years settings follow the curriculum as outlined in the 2017 statutory framework of the EYFS. The characteristics of effective learning underpin everything that happens in the EYFS setting. The characteristics are:

Playing and exploring – engagement

Finding out and exploring
Playing with what they know
Being willing to have a go

Active learning - motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas
Making links
Choosing ways to do things

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 on all areas following the characteristics of effective learning.

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 is provided for in the setting, creating an enabling environment, with the learning following the children's interests and needs. The areas are enhanced to enable purposeful learning opportunities through play for each individual in the cohort. Within a setting there will be a range of experiences for the children to engage in, some of which will be adult-led, child-initiated or could be spontaneous. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and effective two-way communication with home.

Year 1 should move the children to more formal learning after an effective transition period in the Autumn term, individual to each school and cohort.

5. Assessment

At DEMAT primary schools, 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 a written summary of the child's development with reference to the characteristics of effective learning, the prime and specific areas of learning and development. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support and provision is needed.

As stated in Development Matters in the EYFS: 'Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children, they should not be used as check lists. The age/stage bands overlap because these are not fixed age boundaries but suggests a typical range of development'.

At the end of the EYFS, staff complete the EYFS profile for each child with reference to the characteristics of effective learning. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Not yet reaching expected levels or Emerging
Meeting expected levels of development or Expected
Working beyond expected levels or Exceeding

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 and 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 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.

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

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

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

This checklist lists the policies and procedures that we must have, according the EYFS statutory framework.

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
<u>First aid policy</u>	
<u>Child protection policy</u> <u>Whistle blowing policy</u> <u>Safer recruitment policy</u> <u>Information from parents prior to admission to school including dietary needs</u>	