

DEMAT EYFS Model Policy

April 2021

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

Safeguarding

The Diocese of Ely Multi-Academy Trust (DEMAT) understands the importance of high-quality Relationships Education in fulfilling statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables schools to fulfil their statutory duty to prevent 'peer-on-peer' abuse. In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff must be aware of the Safeguarding and Child Protection procedures and report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Equality and Diversity

DEMAT is committed to promoting equality of opportunity for all staff and job applicants. The Trust aims to create a supportive and inclusive working environment in which all individuals are able to 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 the DEMAT Standards and Ethos Committee	1	15/5/21
Date on which the DEMAT consulted with the unions if applicable		Not applicable
Effective date as determined by DEMAT	1	1/9/21
Policy to be reviewed annually from date last approved by DEMAT Standards and Ethos Committee	2	May 2022

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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). The following definitions are included for reference purposes for both School and Central Team staff to enable clarity and transparency when applying this 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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

In this section outline the structure of your EYFS setting, e.g. which years are covered, how many rooms, how many hours are available in the nursery and details of charging, if applicable.

4. Curriculum

Our early years setting follows the curriculum as outlined in Educational Programmes within the EYFS statutory framework that applies from September 2021.

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.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design
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Weaving throughout the EYFS curriculum are the Characteristics of Effective Teaching and Learning:

- playing and exploring - children investigate and experience things, and 'have a go'

- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how practitioners reflect on each child's development and adjust practice accordingly.

[Development Matters](#) provides non-statutory curriculum guidance for the EYFS. It provides an overall view of how children develop and learn. It guides but does not replace practitioner's professional judgement. As stated in Development Matters, 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.

4.1 Planning

Adapt this section so that it is relevant to your setting, add details of specific practice, e.g. expectations for planning, using the indoor/outdoor learning environment etc.

Practitioners plan activities and experiences 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.

Practitioners 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, practitioners 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

Adapt this section so that it is relevant to your setting, add details of specific teaching strategies e.g. forest schools, systematic synthetic phonics programme etc.

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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, in readiness for year 1.

5. Assessment

Adapt this section so that it is relevant to your setting, or add details of your school's assessment practice, e.g. how progress is tracked, when assessment is conducted, Tapestry etc.

Ongoing assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and engagement. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

In our 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 in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well, next steps and the areas in which additional support and provision is needed.

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

Throughout their time in the Reception Year children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs). At the end of the EYFS, practitioners complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- **Expected** - meeting expected levels of development
- **Emerging** - not yet reaching expected levels of development

The profile reflects ongoing observations and discussions with parents and/or carers. The end of reception year judgements made in the profile are then shared with parents and/or carers and year 1 teachers.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the Education Team and local authority.

6. Working with parents

Adapt this section so that it is relevant to your setting, add further details of how your school works with parents, e.g. transition, parents consultation evenings, Tapestry and reporting arrangements.

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 must be 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.

We promote good oral health, as well as good health in general, in the early years.

Insert your approach here, for example by talking to children about:

The effects of eating too many sweet things

The importance of brushing your teeth

If you have introduced/want to introduce supervised tooth brushing, insert: We follow statutory guidance for safety around supervised tooth brushing.

8. Monitoring arrangements

This policy will be reviewed and approved by *insert name* and *role every number of years*. At every review, the policy will be shared with the governing board.

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

This checklist lists the policies and procedures that the school 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