



Early Years Foundation Stage (EYFS) policy

Policy 40

Newton Road School

Document Control Table	
Document title:	EYFS Policy
Author(s)(name and role):	Matt Coleman, Director of School Improvement
Version number:	V1
Date approved:	December 2021
Approved by:	Trust Board
Date of next review:	Summer 2022

Document History

Version	Date	Author(s)	Note of revisions
V1	December 2021	Matt Coleman	

Contents

1. Aims	2
2. Legislation	3
3. Structure of the EYFS	3
4. Curriculum	3
5. Assessment	5
6. Working with parents	5
7. Transition	6
8. Safeguarding and welfare procedures	6
9. Monitoring arrangements	6
Appendix 1. List of statutory policies and procedures for the EYFS	7
Appendix 2. Non-negotiables in the Learning Environment	8

1. Aims

“Children learn as they play. Most importantly in play, children learn how to learn.” Fred Donaldson

The Early Years Foundation Stage sets the foundation for lifelong learning for our young people. The experiences that children have in early childhood shapes the brain and the child’s capacity to learn, to get along with others and to respond to daily stresses and challenges. Here in The Nene Education Trust, we all have a passionate commitment to get it right - we owe it to every child.

Our children come from a varied community that has traditionally been embedded in footwear and farming. Over several generations, opportunities within these industries have declined as they have become increasingly mechanised or diversified and that has led to a change in the local employment structure. In turn, for some, this can result in a feeling of lack of opportunity and struggles for high aspirations.

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/carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Our vision is to ensure that all children leave the Early Years with **confidence, resilience, compassion** and a **thirst for learning** as they continue their school journey.

As outlined in the Statutory Framework, '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.'

In EYFS, we will:

- Give the children security and confidence within an atmosphere of mutual respect;
- Support and extend knowledge, skills and understanding of the children, helping them to overcome any barriers to learning;
- Develop a strong sense of self and high levels of confidence for each child;
- Ensure that all children feel included, secure and valued;
- Work in partnership with parents/carers to support the children's rapid development physically, intellectually, emotionally and socially;
- Work in partnership with multi-agencies, including the Early Years settings that children have transferred from;
- Build upon what the children already know and can do and extend their interests to encourage a positive attitude towards learning;
- Deliver the curriculum using varied approaches and teaching methods, with relevant and appropriate content that matches the different needs of young children;
- Encourage the children to learn for themselves by providing opportunities for them to engage in activities planned by the teacher, alongside those that they plan or initiate for themselves;
- Allow time for the children to become engrossed, work in depth and complete activities;
- Develop basic skills through well-structured play experiences.

Our practice puts well-being and nurturing relationships firmly at the heart of all we do. Relationships are an important aspect of anyone's life, and they are built up with those around us whom we care about and trust. All of these relationships enable children to learn social and emotional skills and benefit from a positive mental state in the present, and in the future.

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](#).

It also takes account of the guidance [EYFSP 2022 Handbook .pdf](#)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

In the EYFS, we have one class that is for Reception aged children. Our intake for Reception currently stands at 34, however this number will increase throughout the year, with full capacity being at 45 children. The EYFS area has a main teaching classroom, an additional large area for further teaching and extended provision and an outdoor area. The learning environment has been organised into clear areas that will support the children's development throughout their first year at school. These areas include:

- *Reading*
- *Mathematics*
- *Creative*
- *Malleable*

- *Small World*
- *Snack*

