



Marden Primary Academy

Early Years Foundation Stage Policy

Date Approved by The Board of Trustees	
Effective period	September 2024 – September 2025
Reviewer	Laura Phillips
Date of Review	September 2024
Next Review Due	September 2025

The Statutory Framework for the Early Years Foundation Stage (EYFS) sets the standards for promoting the learning, development and safety of children from birth to five years in Ofsted registered settings. The EYFS lays down the legal requirements that Early Years' providers must meet, including:

- learning and development requirements: specific areas of learning and development which should shape the activities and experiences you offer
- assessment requirements: how you measure children's progress and feedback to parents or carers
- safeguarding and welfare requirements: what you must do to keep children safe and promote their welfare

We aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

Development Matters Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

The Reception Class follow the curriculum as outlined in the EYFS document. The EYFS is based on seven key features of effective practice as set out in Development Matters 2020.

- 1. The best for every child**
- 2. High-quality care**
- 3. The curriculum: what we want children to learn**
- 4. Pedagogy: helping children to learn**
- 5. Assessment: checking what children have learnt**
- 6. Self-regulation and executive function**
- 7. Partnership with parents**

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early intervention for those who need additional support.
- Work in partnership with parents and where needed outside agencies.
- Plan challenging learning experiences for all our children, based on the individual needs of the child.
- Provide opportunities for our children to engage in adult led learning and self-initiated learning.
- Provide a secure and safe learning environment indoors and outdoors.
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning.

Areas of Learning:

The EYFS is made up of **three prime** areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
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There are **four specific** areas of learning:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

All seven areas of learning and development are important and interconnected.

All children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well - balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this, where children have been identified as having a specific need, intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed will liaise with the Special Needs Co-ordinator. The needs of children with English as an additional language will also be met through planning.

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS.
- Daily practice includes observations of children's development and progress.
- Discussions are held with all adults in EYFS about individual children's development and next steps.
- Significant observations of children's' achievements are recorded on Tapestry which are shared with parents/carers.
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning.
 - At the end of Reception children are assessed against the Early Learning Goals for each area of learning.

Transitions

We recognise that starting school or moving up classes has the potential to be a stressful time for both parents/carers and children. To this end we have established a strong set of procedures for transitions to be smooth as possible.

An information meeting is held in the summer term for parents/carers of the prospective Reception class. The purpose of this meeting is to welcome all our families to the school, to share important information about routines and the curriculum, to encourage discussion and to emphasise the vital importance of home-school co-operation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all our children.

There are close links made between ourselves and Marden Pre-School. The Reception class teacher visits Marden Pre-School throughout the school year. During the Summer Term, the class teacher will also visit other Pre-Schools where children who are due to start at Marden Primary Academy in September are attending. Children from Marden Pre-School are given opportunities to join the current Reception class for sessions throughout the Summer Term with their pre-school practitioner. Children from other Pre-Schools are also given the opportunity to join with Marden Pre-School for some sessions. All children are also invited to a transition morning which gives them an insight into what their school day will consist of before they start.

In the Summer Term all our Reception children visit their new Year 1 teachers prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards the early learning goals to ensure that all teachers have a well - rounded picture of the children prior to starting the new school year.

Health and Safety and Safeguarding

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 the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the Academy's safeguarding policy.

We are healthy eating schools and participate in the free fruit and milk for under-fives scheme. We also provide the universal infant free school meal and the menu is regularly updated. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children.

Children are taught the importance of keeping clean and washing their hands correctly.

***“Tell me and I forget, teach me and
I may remember, involve me and I learn”***

Benjamin Franklin