Early Years Foundation Stage (EYFS) Statement

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1. Purpose of Statement or Policy

Bohunt Education Trust (the Trust) has introduced this Policy to provide the operational framework within which its ethos of Enjoy Respect Achieve is reflected in our educational provision for the Early Years Foundation Stage (EYFS) specifically as part of the overall Trust curriculum and to ensure its legal duties and charitable purposes are met effectively.

2. Legislation and Guidance

This Policy complies with and discharges the Trust's legal duties with respect to:

- DfE statutory guidance (as updated from time to time) 'Early years foundation stage statutory framework'
- DfE statutory guidance (as updated from time to time) 'Early years foundation stage profile: 2024 handbook'
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Academies Act 2010
- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- SEND Code of Practice 2015
- KCSiE and Working Together to Safeguard Children as updated from time to time
- Standards and Testing Agency (as updated from time to time) 'Reception Baseline Assessment: Assessment and Reporting Arrangements'

This Policy also takes account of the provisions of the DFE (as updated from time to time) 'Development matters - Non-Statutory Curriculum Guidance for the Early Years Foundation Stage
This policy also complies with our funding agreement, which requires the trust to provide a broad and balanced curriculum in accordance with statutory requirements and our articles of association.

3. Definitions

EYFS means Early Years Foundation Stage

4. Equalities Assessment Impact Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We have reviewed the effect of this policy on those who may face additional or different barriers to securing its benefits than the population as a whole and have identified the following:

- Children with special educational needs and disabilities and we will apply the provisions of our SEND and Inclusion Policy
- Children whose personal circumstances, not of their making, may cause (for whatever reason) a greater barrier to enabling them to access and engage with all aspects of the School's positive and enriching life, including through the implementation of this Policy. Such children will be identified, monitored and supported to secure equity of opportunity wherever reasonable and within the School's legal remit, in accordance with the Trust's

general policies, processes and procedures as they apply to all children in such circumstances.

5. Roles and Responsibilities

5.1 Headteacher

The Headteacher, working with the Director of Education and specifically with respect to EYFS with the Director of Primary will be responsible for:

- All required elements of the EYFS curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the Trust and demonstrate how the needs of individual pupils will be met,
- Creating a culture where children in EYFS can proactively access and experience all aspects of the School's enriching life.
- Upholding ambitious educational standards in EYFS which prepare children from all backgrounds for their next phases of education within or without the School, and life, and ensuring the different abilities and needs of all children are met including those with SEN.
- Ensuring EYFS teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the EYFS curriculum, and ensuring effective use is made of formative assessment, and that the School's procedures for assessments meet all statutory requirements and all reporting requirements across Trust as a whole are delivered
- Ensuring the School's procedures or assessments meet all statutory requirements.
- Ensuring all relevant staff read and implement this policy.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Reporting termly to the local governing body and ensuring that Trust leaders receive the appropriate levels of reporting and information they require including to assist with reporting to the Board of Trustees and any relevant Committee

5.2 Director of Primary

The Director of Primary will be accountable to the Head of School for ensuring that the EYFS Lead Practitioner is, within the context of the early years stage:

- Ensuring all staff are up-to-date with current statutory and Ofsted expectations, for EYFS, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the Trust as a whole as implemented and delivered in the School, actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.

- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, and all local stakeholders
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

5.3 All EYFS based Classroom staff

EYFS Classroom staff will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.
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5.4 All teaching staff who teach in the EYFS whether based in EYFS or not:

All teaching staff will be responsible for:

- Ensuring they have a thorough working knowledge including through undertaking CPD where necessary or directed of:
    - The DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein.
    - The DfE's current 'Early years foundation stage profile handbook'
- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.
- Being ambitious for all students including those with SEN, those eligible for the Pupil Premium (PP) and any other student for whom the barriers in accessing the curriculum are greater than the majority of pupils.

5.5 Trust Board

The Trust Board, who may delegate these responsibilities to a properly formed committee, are responsible for:

- Being satisfied that this policy delivers the Trust's legal duties with respect to teaching a broad and balanced curriculum and meets all statutory requirements in the early years stage
- Ensuring there is a robust framework is in place for setting curriculum priorities and aspirational targets that delivers its duties to provide a broad and balanced curriculum and delivers the required statutory assessment arrangements within the early years stage
- Through monitoring and reporting to Education Committee by Trust leaders, ensure that proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in early years stage
- Holding the CEO to account to demonstrate how all staff are ambitious for all students including those with SEND, those eligible for the Pupil Premium (PP) and any other student for whom the barriers in accessing the curriculum are greater than the majority of pupils

5.6 CEO

The CEO is accountable to the BET Board for the implementation of this Policy and assisted by the Director of Education in general, and with respect to EYFS specifically, by the Director of Primary may set the broad parameters within which each school can operate. These include, but are not limited to: minimum hours for certain subjects or groups, overarching direction on curriculum aims and implementation and how the curriculum impact is to be measured.

5.7 Heads of Schools

The headteacher will be responsible for:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the Trust and demonstrate how the needs of individual pupils will be met,
- Creating a culture where children can proactively access and experience all aspects of the School's enriching life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life, and ensuring the different abilities and needs of all children are met including those with SEN.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment, and that the School's procedures for assessments meet all statutory requirements and all reporting requirements across Trust as a whole are delivered
- Ensuring the School's procedures or assessments meet all statutory requirements.
- Ensuring all relevant staff read and implement this policy.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

5.8 Local Governing Body

The local governing body will be:

- kept informed about the decision-making processes that relate to the breadth and balance of the curriculum and advised on whole-school targets in order to monitor the impact and quality of the EYFS curriculum, including on children with different needs and abilities including those with SEN.

- Ensuring that the School has in place appropriate policies, procedures, and practices in place to deliver the 'Early years foundation stage (EYFS) statutory framework' in line with statutory requirements.
- Scrutinise the work of the Head of School to ensure that the provisions of this policy including under 5.3 above are being implemented to a high standard

6. Intent specific to the EYFS

In addition to the overall Curriculum Intent in the BET Curriculum Statement, specifically for the EYFS, we intend to provide a welcoming, supportive, secure and stimulating environment in which all children can learn and develop to their full potential. The EYFS curriculum is aimed to match different abilities and enables children to become increasingly independent, within the context of the wider BET curriculum as appropriate to the needs and requirements of the EYFS.

Within the EYFS specifically, we seek to provide:

- A rich and relevant curriculum based on the Early Years Foundation Stage statutory framework that sets the standards for learning, development and care for children from birth to five as well as the intent of the wider BET curricula in this framework we will then reflect the children's interests in order to build a rich curriculum culminating in the achievement of the Early Learning Goals, delivering broad and rich experiences required for children's learning and development into game-changers.
- A curriculum that is well planned, structured and resourced and that takes into account the specific needs of individual children.
- Continuous opportunities which build on and extend children's knowledge and abilities, through relevant, stimulating and challenging learning experiences.
- An on-going partnership with parents which support and enhance children's learning.
- Learning opportunities for children to acquire basic skills, concepts, knowledge and attitudes.
- High quality child initiated play that showcases the principle that children learn best through play.
- High quality learning environments that include inside and outside spaces.
- Equality of opportunity by promoting open access to all experiences.
- An environment where children foster friendships and respect for themselves and others.
- Experiences designed to create the opportunities for problem solving, both in directed and child initiated activities.
- Opportunities for children to play and work as part of a group or class, developing appropriate behaviour to work together harmoniously.
- Opportunities to develop an understanding of what is right and what is wrong and why.
- Opportunities to develop communication, language and literacy skills throughout the curriculum.
- Opportunities to develop and extend mathematical knowledge and understanding.
- Cultivating positive attitudes towards learning by promoting experimentation, investigation and curiosity.
- Opportunities to develop physical skills, both fine and gross motor.
- Resources and learning opportunities to develop creativity throughout and beyond the EYFS curriculum.

7. Learning and Development

7.1 Ethos

7.1.1 Enjoy - Play

We are unwavering in our recognition that play underpins all learning and development for young children. It is through play that children develop intellectually, creatively, physically, socially and emotionally. Most children play spontaneously although some may need adult support. By providing well-planned experiences based on children's spontaneous play, both indoors and outside we support our children to learn with enjoyment and challenge. Through play the children investigate and explore unknown situations. They learn to develop friendships and how to foster positive relationships. They also learn to explore their surroundings and take risks in a safe environment.

7.1.2 Respect - Care

We believe ultimately that care is caught not taught. How our young children see us interacting together as adults, with their peers, and fundamentally how we make them feel when we interact with them, is the foundation to their understanding and expression of respect, empathy, compassion and tolerance.

7.1.3 Achieve - Grow

We emphasise the importance of recognising that children only have one opportunity for a primary education and one chance to fully benefit from their Reception year. It is our duty to ensure that our youngest children are surrounded with the highest quality experiences and opportunities that will harness their skill sets, allow them to recognise their strengths, be aware of how we learn from mistakes to allow them to grow in areas of ambition, resilience, integrity, communication, self-advocacy and knowledge.

7.2 Curriculum

In partnership with parents, we will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school

Our planning stems from the non-statutory curriculum guidance 'Development Matters' and the BET Curriculum Statement. In planning and guiding children's activities we reflect on the different ways that children learn and reflect these in our practice. As set out below, we provide learning opportunities in the 3 prime areas and 4 specific areas of the EYFS curriculum. We approach all aspects of the learning we have to cover through our Play, Care and Grow ethos and consistent with BET Curriculum Statement

7.2.1 Prime areas

These are defined as the areas that are particularly important for building a curiosity and enthusiasm for learning, forming relationships, and thriving:

- Communication and language
- Physical development
- Personal, social, and emotional development

7.2.2 Specific areas

These are defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

7.3 Learning and Teaching

Learning occurs through activities which are carefully planned and resourced. They may be child or adult initiated and may include;

- role play and simulations
- practical activities
- first hand experiences
- play and active learning
- talking and questioning
- interaction with adults and peers
- investigation and experimentation
- problem solving
- recording

Teaching takes place as a whole class, in small groups and with individual children as appropriate. Activities are differentiated to enable all children to access the curriculum and for each child to consolidate and extend their knowledge and understanding.

Staff have a thorough knowledge and understanding of the Early Years and Foundation Stage curriculum and regularly participate in professional development to extend their skills and to keep up to date with current practices. Teaching methods in EYFS enable children to learn effectively. Challenging activities provide the inspiration to encourage children to achieve their best. The use of indoor and outdoor provisions are utilised by staff to ensure that children's access to the EYFS standards meets the needs of the children. Effective behaviour management techniques result in high standards of children's behaviour.

Phonics are taught through daily discrete lessons in both EYFS and in Key Stage 1. Phonics for reading and writing are taught explicitly, as well as across the curriculum so that pupils regularly practise applying their phonic knowledge and skills. Pupils learn sets of sounds, spelling rules, blending for reading and segmenting for writing, following the DfE approved synthetic phonics programme.

Teaching and assessment is used to ensure that all children develop the skills and knowledge outlined in the early learning goals. Time is taken to embed and deepen these skills and knowledge with all children ensuring that a firm foundation is laid to prepare for future learning.

Activities are differentiated to enable all children to access the curriculum and for each child to consolidate and extend their knowledge and understanding.

7.4 The Early Years Environment

We recognise that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development. We provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Our early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas. Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

8. Assessment

The Reception Baseline Assessment (RBA) is a statutory assessment form. It provides a snapshot of where the pupils are when they arrive at school. Each child will be assessed in their first half-term of Reception to provide a baseline. Assessment is carried out daily through observations and this is then used to target learning and shape planning. At the end of each term teachers take time to assess each child against the Development Matters Statements which are measured according to year group. EYFS teachers use the knowledge they have gained of the children through observations and teaching to make these judgments. Children are identified as either being at 'expected' or 'working towards' their year expectations. Bespoke planning is then put in place for those children who are working towards ensuring they make good progress toward meeting the Early Learning Goals at the end of Reception.

Observations, samples of work and photographs for each child are recorded. The EYFS Profile will be completed at the end of the Reception year; data will be sent to the local authority who will then submit it to the Department for Education (DfE).

The EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning.

We ensure that our end of EYFS assessments are reliable through:

- knowledge of the child gained through observation and interaction
- the environment which enables the child to flourish to their full capacity

- assessments and a range of contributors e.g. parents, peripatetic teachers, other relevant adults
- moderation across EYFS team
- moderation across the Trust

The Early Learning Goals establish expectations for most children to reach by the end of the EYFS. However, some children will exceed these goals and be achieving National Curriculum levels whilst others will be working towards Early Learning Goals. Progress is monitored termly to enable staff to identify areas of need and ensure progression towards meeting the Early Learning Goals at the end of the Reception year. Topics are chosen each year to link to the interests of each cohort. The EYFS areas of learning are delivered throughout each topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

9. Inclusion and SEND

In line with the inclusive ethos of our school, we ensure that all children have access to the curriculum regardless of gender, ethnicity, socio-economic background or disability.
Consistent with the BET Curriculum Statement, the EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The SEND Policy will ensure all children with SEN receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

10. Transitions

Transitions are carefully planned for throughout the School and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Reception to develop familiarity with the setting and teachers. New starters will be invited to a series of 'Welcome events' held during the summer term. Throughout the year the EYFS and KS1 teachers will work closely alongside each other and continue an open dialogue on each of the children. During the Summer term term the Year 1 teachers will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This continuous discussion will help the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

11. Training for staff, volunteers, governors and /Trustees

Training and development as follows:

- All EYFS teachers will undertake training on statutory guidance surrounding Early Years education
- CPD in Early Years, development, pedagogy, teaching initiatives etc to be under approval by line manager and to support school provision
- CPD will be offered by EYFS specialists within our teaching team to share with colleagues both within our school and our Trust

- All volunteers in EYFS to undertake a session led by staff team prior to working directly with children as part of Volunteer Policy
- Local Governors and Trustees will participate in all mandatory training required to deliver their legal duties as set out in this Policy and will be updated wherever required.

12. Monitoring provisions

The Education Committee will review this policy at least annually. Data relating to all aspects of EYFS activity under this Policy will be reviewed termly at LGB and Education Committee.

13. Links to other policies

This policy operates in conjunction with the School specific amendments made to the following policies:

- Admissions policy
- Child Protection and Safeguarding Policy
- Curriculum Statement
- Anti Bullying Policy
- Behaviour Policy
- SEND and Inclusion Policy
- Accessibility Plan
- Physical Intervention and Search
- Attendance Policy
- Online Education Statement
- Supporting Students with Medical ConditionsPolicy
- Equalities Objectives
- Health and Safety Policy
- Educational Visits Policy