



EBOR ACADEMY TRUST

Policy Number

24

Early Years Foundation Stage Policy

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EYFS Policy (version 4, 12/2024)

Please Note: Trustees of the Ebor Academy Trust have overall responsibility for this policy, however where applicable responsibility is delegated to the individual school's Local Governing Body.

1. Introduction

This policy outlines the EBOR Academy Trust's commitment to providing high-quality early years education for all children in our care. This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023. It reflects our shared values of Excellence, Belonging, Opportunity, and Respect.

2. Vision

To develop the strongest possible **foundational learning opportunities** for all our pupils; facilitated by a professional workforce, skilled in early intervention, which ensures that all our children are able to begin their education with the necessary skills, knowledge and understanding to **achieve further success**.

3. Aims

- To provide a safe, stimulating, and nurturing environment where children feel happy, secure, and confident.
- To support children's holistic development across all seven areas of learning.
- To foster a love of learning and a sense of curiosity and wonder, creating a foundation for future opportunity.
- To build strong partnerships with parents and carers to support children's learning and development, demonstrating Respect for all members of the school community.
- To ensure equality of opportunity for all children, regardless of their background or needs, demonstrating our commitment to respect and opportunity for all.

4. Principles

Our approach to early years education is guided by the following principles, underpinned by our Trust values:

- Every child is unique: We recognize and value each child's individual strengths, interests, and needs, demonstrating respect for their individuality.
- Positive relationships: We believe that strong, positive relationships between children, staff, and parents are essential for children's well-being and learning, fostering a sense of belonging.
- Learning and development: We provide a rich and varied curriculum that supports children's learning and development across all seven areas of learning and development, striving for excellence in all aspects of their education.
- Play-based learning: We believe that play is essential for children's learning and development. We provide opportunities for children to learn through play, both indoors and outdoors, encouraging exploration and creativity, key elements of opportunity.
- Partnership with parents: We value the important role that parents play in their children's lives and work closely with them to support their children's learning and development, demonstrating respect for the family unit and a commitment to working together.

5. Curriculum

Our EYFS curriculum is based on the seven areas of learning and development outlined in the statutory framework. The curriculum is designed to be engaging, challenging, and inclusive, ensuring all children have the opportunity to reach their full potential.

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- **Prime Areas**
 - Personal, social and emotional development: Helping children to develop a positive sense of themselves and others, fostering a strong sense of belonging.
 - Communication and language: Giving children opportunities to communicate their feelings, needs, and ideas, developing strong communication skills essential for future opportunity.
 - Physical development: Helping children to develop gross and fine motor skills, encouraging healthy lifestyles and promoting a sense of excellence in physical achievement.

- **Specific Areas**
 - Literacy: Helping children to develop a love of books and stories, fostering a lifelong love of learning and providing a strong foundation for future literacy skills.
 - Mathematics: Helping children to develop a sense of numbers and mathematical concepts, developing essential skills for future learning.
 - Understanding the world: Helping children to explore the world around them, cultivating curiosity and a sense of wonder.
 - Expressive arts and design: Helping children to express themselves creatively, fostering imagination and self-expression.

5. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff 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.

6. Assessment

We use a range of methods to assess children's progress, including:

- **Observations:** We observe children's learning and development on a regular basis, ensuring that their individual needs are met and that they are making excellent progress.
- **Assessments:** We use a range of formal and informal assessments to track children's progress, identifying areas of strength and areas for further development. At the end of Reception, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are: meeting expected levels of development ('expected') **or** not yet reaching expected levels ('emerging')
- **Parent consultations:** We hold regular meetings with parents to discuss their children's progress, demonstrating respect for their involvement in their child's education and fostering a strong partnership.

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7. Safeguarding

We are committed to safeguarding the welfare of all children in our care. We have a robust safeguarding policy in place and all staff are trained to recognize and respond to signs of abuse and neglect, demonstrating our commitment to the Safety and Well-being of all children.

- Relevant Statutory Policies:
 - Child Protection & Safeguarding (including safe recruitment)

8. Equality and diversity

We are committed to ensuring that all children have equal opportunities to learn and develop, regardless of their background or needs. We have a range of policies in place to promote equality and diversity, demonstrating our commitment to respect and opportunity for all.

9. Resources

We provide a range of resources to support children's learning and development, including:

- High-quality learning environments: Our classrooms and outdoor spaces are designed to stimulate children's learning and development, providing a safe and engaging environment for all children.
- A wide range of resources: We provide a wide range of resources, including books, toys, and equipment, ensuring children have access to the resources they need to thrive.
- Qualified and experienced staff: Our staff are highly qualified and experienced in early years education, dedicated to providing the highest quality of education for all children.

10. Review

This policy will be reviewed annually to ensure that it remains relevant, effective, and aligned with the Ebor Academy Trust's values of Excellence, Belonging, Opportunity, and Respect.

11. Relevant Policies:

- Behaviour (including Anti Bullying) Policy
- SEND Policy
- Complaints Policy
- Health and Safety Policy
- E-safety Policy
- Supporting Children with Medical Needs (Including Medicines in School) Policy
- Admissions to Nursery & Tiny Steps – please see school specific websites for the procedure on how to apply for a place.

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