

St Thomas' C of E Academy EYFS Policy



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Approved by:	CEA
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This policy is scheduled for review on:	Every 3 years or on updates

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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best EYFS curriculum for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with our Staff Code of Conduct, ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers and volunteers, whether during working hours or otherwise.

This Policy provides information which underpins our Staff Code of Conduct, and Disciplinary Policy and Procedures. Copies of these policies and procedures can be accessed via the **All MAT Staff** area on Teams.

Aims & Principles

The aim of this policy is to explain how our EYFS Curriculum is implemented at St Thomas' C of E Academy.

At St Thomas' Early Years, our children are at the heart of everything we do. Our vision and values underpin all that we do, and we ensure that through our teaching, learning and provision, every child is given the best possible beginning to their education in order to be the very best they can be. Our children have access to a unique curriculum that is exciting, challenging, broad and balanced, designed by our staff and based on the requirements set out in the statutory framework for the Early Years Foundation Stage 2021.



Intent

Our Early Years curriculum is exciting, engaging and enjoyable. We offer rich learning opportunities for children to collaborate with each other and with staff, to develop confident, powerful and independent learners who are determined and persevere. We understand the importance of language and to promote the development of this we use every opportunity to interact, to share a focus, to talk and to take turns whilst building a nurturing, language rich environment. We value our children as unique individuals and through positive relationships and enabling environments we support our children to learn and aspire to be the best they can be.



Implementation

We believe play is a key part to the delivery of our Early Years and we promote awe and wonder through a range of experiences and interactions based on our love of high-quality texts. We want our children to be curious and encourage them to make links in their learning. The Early Years education focuses on seven areas of learning.

The three areas that are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning are:

The 3 Prime Areas

Communication and language

Physical development

Personal, social and emotional development

As children grow, the prime areas will help them to develop skills in the other 4 these are:

Literacy

Mathematics

Understanding the world and Expressive arts and design.



Our journey of learning consists of dive, delve, discuss and demonstrate where we explore to make sense of the wider world. When planning for the development of the characteristics of effective learning we promote our star learners to encourage creative thinking and active learning, taking into account children's interests, starting points and next steps, all of these being integral to develop our children's attitude to learning and their ability to play, explore and think critically.

Our [Early Years Five](#) underpins our curriculum.



[Grow](#) – Our children grow into confident, powerful and independent learners

[Play](#) – Play underpins learning and all aspects of children's development

[Create](#) – Our Children's natural curiosity, willingness to try things out and sense of adventure are creative qualities that will flourish given the right support.

[Think](#) – Children develop their own ideas, make links between ideas, and develop strategies for doing things.

[Explore](#) - Children investigate and experience things, and 'have a go!

Through flexible planning we allow children time for sustained involvement in self-chosen activities and our high-quality teachable moments facilitate and extend children's creativity and thinking. Our cross-curricular planning, informed by children's interests and needs, ensures all seven areas of learning and development are treated with equal importance and helps children make links in their learning. Our curriculum gives children the opportunity to study key figures, explore artists and begin to develop skills in Early History, Early Geography, Early Science and Early Computing, ensuring we lay the foundations for our children later on in their school lives.

At St Thomas' ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. This formative assessment does not involve prolonged periods of time away from the children, but these observations do shape future planning and teachable moments to move the learning on promptly. Evidence Me enables us to share observations with parents and carers and get their views on their child's development.

During the first 3 weeks in both Nursery and Reception, staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This goes alongside the Statutory Reception Baseline Assessment provided by the Government for children in Reception. Phonics assessments are carried out using the RWI phonics assessment and the Leuven Scale will be used to measure children's emotional well-being and involvement. After carrying out WELCOMM assessments, children who are identified as those who would benefit from support in speech and language skills are targeted for small-group interventions. These include communication games, social stories, modelled language. Children who need a further referral to Speech and Language services are discussed with the SENDCo and next steps are put in place.

Assessments are completed three times per year and staff update the progress children have made and plan next steps accordingly. RWI assessment takes place every half term for

Reception children, to quickly identify pupils that are not making expected progress, which informs our planning and next steps to be taken for every child to ensure all children make at least expected progress and catch up one to one tutoring can be planned if necessary.

At the end of the EYFS, staff 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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally and in partnership with other schools within our Multi-Academy Trust, to ensure consistent and accurate assessment judgements. EYFS profile data is submitted to the local authority.

The pastoral care of each child is just as important as academic care. All safeguarding and Child Protection concerns are reported to the DSL and procedures are followed in accordance with the school's Safeguarding Policy. There is always a Paediatric First Aid trained member of staff available in EYFS. We promote good health and hygiene with a focus on oral health and healthy living.

We foster a strong and respectful partnership with our parents, and this sets the scene for our children to thrive. Evidence Me enables us to share instant information with our parents. This entails a two-way process, where we can share, observe, record, cooperate and celebrate together.

Spirituality

Spirituality is the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life. Children at St. Thomas' are supported to grow spiritually through reflective opportunities woven throughout all their provision in EYFS.

Impact

Our aim at the End of Reception is that:

- Our children are well-rounded individuals who represent our Christian values and demonstrate our St Thomas' Star Learners.
- Our children have developed knowledge, skills and an excellent attitude to learning.
- Our children are fully prepared and fully equipped to begin learning the National Curriculum programmes of study in Year 1

Our children strive to be the very best they can be!

