
EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



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**RATIFIED BY THE TRUST BOARD:
OCTOBER 6TH OCTOBER 2021**

NEXT REVIEW DATE: OCTOBER 2019

October September 2021

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
Date to Trust Board:	September 2021
Date Ratified:	6 th October 2021
Date to be Reviewed:	October 2022
Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Alan Whittaker

1. Principles that shape practice

We believe that:

- Every child deserves to have a positive experience of education where their individual needs are recognised and they are supported to thrive.
- Every child is a unique child, who is constantly learning.
- Our core values of engagement, success, resilience, reflection and respectOur focus on personal, social and development enables children to develop positive attitudes towards learning and towards others.
- Children learn and develop well in nurturing environmentsenvironments, in which their experiences respond to their individual needs and there is a strong partnership between all staff, parents/carers and community schools.
- Children develop and learn in different ways and at different rates and all are valued equally.

2. Learning and development

- The curriculum is based on theis derived from the DfE Statutory Framework for the Early Years Foundation Stage and the Key Stage One National Curriculum.
- Children are taught in mixed age classes with high levels of adult support and differentiation. This enables them to access a broad curriculum at a level appropriate to their own personal requirements.
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is seen as essential for children's development, building their confidence as they learn to explore, to think about problems, and where possible relate to others.
- We try to maintain a balance between teacher initiated and child led activities.
- We take into consideration the child's individual needs: their medical needs (which always take priority), interests, and stage of development. We use this information in our planning.
- In planning and delivering activities, we consider the different ways that children learn: through playing and exploring, active learning and creative and critical thinking.
- We provide a stimulating environment which includes frequent access to outside areas for learning and play.
- Phonics is taught daily and teachers use a combination of the Primary National Strategy's 'Letters and Sounds', the Read, Write Inc. reading programme and Jolly Phonics.
- We have a strong focus on personal, social and emotional development. Children are rewarded individually and as a class for demonstrating core values of engagement, success, resilience, reflection and respect.
- Children are taught in small groups with a high ratio of adult support.

3. Assessment

- Detailed baseline assessment are requested from mainstream schools Thorough entry assessments are carried out to establish a clear picture of pupil's current ability and to enable

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planning and learning which will allow them to make maximum progress throughout their placement.

- Exit assessments allow us to give a direct comparison and to give a clear picture of progress that has been made.
- Ongoing assessment is an integral part of the learning and development process. Children are observed to understand their level of achievement, interests and learning styles, which then shapes future planned learning experiences. We value the input of parents/carers, and community schools in this process.
- Teacher assessment of objectives taught is shared with the mainstream school to give a clear picture of progress.
- Individual Learning Journeys Children's work books provide a record of each child's achievements and of learning and development . achievements.
- Progress and development are recorded in the child's learning journey and samples of evidence are kept for each child.
- For children attending a part-time placement the class teacher will liaise with the community school to share assessments and learning progress. Community schools will then complete the child's EYFS profile towards the end of the summer term.
- For children attending a full-time placement the class teacher will complete the EYFS profile.

4. Safeguarding and Welfare

Raedwald Trust will ensure that all staff understand and support the purpose and aims of the EYFS policy and that they are aware of their professional roles and responsibilities as determined by current legislation and follow the school's guidelines, Raedwald Trust child protection and safeguarding policies and procedures.

Also see Child Protection Policy, Behaviour Policy, SEN Policy, Equal Opportunities, Health and Safety Policy, Complaints Procedure.