
EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



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RATIFIED BY THE TRUST BOARD:
15TH NOVEMBER 2023

NEXT REVIEW DATE: NOVEMBER 2024

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Person responsible for this policy:	Angela Ransby
Policy author:	Angela Ransby
Date to Trust Board:	November 2023
Date Ratified:	15 th November 2023
Date to be Reviewed:	November 2024
Policy displayed on website:	Yes

CEO Signature:	Angela Ransby
Trust Board Signature:	Alan Whittaker

Updates made:	Date:
p. 3 Section 2, last bullet point updated p. 4 Linked policies updated	1 st November 2023

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 focus on personal, social and development enables children to develop positive attitudes towards learning and towards others.
- Children learn and develop well in nurturing environments, 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 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 every day and follows the Read Write Inc. programme.

3. Assessment

- Detailed baseline assessment are requested from mainstream schools to establish a clear picture of pupil's current ability and to enable planning and learning which will allow them to make maximum progress throughout their placement.
- 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.
- Children's work books provide a record of each child's learning and development achievements.

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- Children attend a part-time placement and 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.

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 Safeguarding & Child Protection Policy, Positive Behaviour Change Policy, SEN Policy, Equality, Diversity & Inclusion Policy, Health and Safety Policy and Complaints Procedure.