



**TEACHING AND LEARNING
(EARLY YEARS FOUNDATION STAGE)
POLICY**

Version	Review Date	Update
1.0	May 2017	Central Trust Policy written by Trust Lead ready for Trustee approval
2.0	January 2018	Reviewed and updated by Trust Lead for TB approval
3.0	March 2019	All Trust EYFS leads have looked at the policy and agree it does not need amending
4.0	November 2020	Reviewed by EYFS leads and agreed it does not need amending
5.0	September 2021	Amended in line with EYFS Statutory Guidance 2021

Policy Owner	Academies Director
Policy Reviewer(s)	Academies Director, EYFS Leads
Policy Approver(s)	Chief Executive Officer
Policy Type	Trust
Distribution List	Headteachers
Display on Website	Trust
Display on Intranet	Yes
Related Document(s)	N/A
Policy Effective From	October 2021

Review Frequency	Every Two Years
Next Review	Jul 2023



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1. Introduction

1.1. The Dean Trust believes this policy should be a working document that is fit for purpose, represents the ethos of The Dean Trust, enables consistency and quality across its schools and is related to the following legislation:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- STA (2021) 'Early years foundation stage assessment and reporting arrangements (ARA)'

1.2. The following documentation is also related to this policy:

- Statutory Framework for the Early Years Foundation Stage (DfE) 2021
- Statutory Guidance, Early Years Foundation Stage: Coronavirus Disapplication 2020
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Prevent duty guidance for England and Wales (2015 Counter Terrorism and Security Act)

2. Early Years Foundation Stage

2.1. At The Dean Trust we believe that 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. (Statutory Framework for the Early Years Foundation Stage (DfE))

2.2. At The Dean Trust we are aware that 'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.' (Statutory Framework for the Early Years Foundation Stage (DfE))

2.3. The EYFS, which refers to children from birth to five years of age, is based upon the following four principles: **a unique child; positive relationships; enabling environments; learning and development** and it seeks to provide: **quality and consistency; a secure foundation; partnership working; and equality of opportunity.**

2.4. For all children within the EYFS in The Dean Trust we have a duty to:

- shape activities and experiences (educational programmes) (**Learning and development**);
- help children work towards acquiring knowledge, skills and understanding (**Early learning goals**);
- provide **assessment arrangements for measuring progress**;
- **report** to parents on their children's progress;
- safeguard children and promote their welfare (**safeguarding and welfare arrangements**).

2.5 The EYFS is made up of seven areas of **Learning and Development** which are all very important and interconnected. (Table 1)

Table 1 – Seven areas of Learning and Development

Areas of Learning Development	Educational Programmes
Communication and Language	<ul style="list-style-type: none"> ▪ To provide opportunities for children to experience a rich language environment centred on developing and broadening vocabulary. ▪ To develop children's confidence and skills in expressing themselves using a range of vocabulary and language structures. ▪ To encourage children to speak and listen in a range of situations.
Physical Development and Personal	<ul style="list-style-type: none"> ▪ To provide opportunities for young children to be active and interactive. ▪ To develop their strength, coordination, control and movement. ▪ To help children understand the importance of an active and healthy lifestyle. ▪ To help children make health choices in relation to food.
Social and Emotional Development	<ul style="list-style-type: none"> ▪ To help children develop a positive sense of themselves, and others. ▪ To help children develop form positive relationships and develop respect for others. ▪ To help children to develop social skills and learn how to regulate their feelings and behaviour. ▪ To encourage children to understand appropriate behaviour in groups. ▪ To encourage children to have confidence in their own abilities, to persist at activities and set themselves goals. ▪ To help children learn how to look after their bodies, including healthy eating dental health and self-care.
Literacy	<ul style="list-style-type: none"> ▪ To help children develop a life-long love of reading. ▪ To encourage children to link sounds and letters and to begin to read and write. ▪ To give children access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. ▪ To provide regular opportunities for children to develop their language comprehension through sharing books, songs, poems and rhymes.
Mathematics	<ul style="list-style-type: none"> ▪ To provide children with opportunities to develop and improve their skills in counting and understanding and using numbers. ▪ To provide children with regular opportunities to explore the relationships between numbers and the patterns within them. ▪ To provide children with opportunities to develop their spatial reasoning skills.
Understanding the World	<ul style="list-style-type: none"> ▪ To guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
Expressive Arts and Design	<ul style="list-style-type: none"> ▪ To enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

2.6 The three prime areas of **communication and language; physical development; and personal, social and emotional development** are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. It is very important for children to develop the three prime areas first as they are most essential for a child's healthy development and future learning. (Table 2)

2.7 Also, as children grow the prime areas will help them to develop skills in the four specific areas of **literacy, mathematics, understanding the world and expressive arts and design.** (Table 2)

Table 2 – Early Learning Goals

Early Learning Goals - the Prime Areas	
Communication and language	<ul style="list-style-type: none"> ▪ Listening, Attention and Understanding ▪ Speaking
Physical development	<ul style="list-style-type: none"> ▪ Gross Motor Skills ▪ Fine Motor Skills
Personal, social and emotional development	<ul style="list-style-type: none"> ▪ Self-Regulation ▪ Managing Self ▪ Building Relationships
Early Learning Goals - the Specific Areas	
Literacy	<ul style="list-style-type: none"> ▪ Comprehension ▪ Word Reading ▪ Writing
Mathematics	<ul style="list-style-type: none"> ▪ Number ▪ Numerical Patterns
Understanding the world	<ul style="list-style-type: none"> ▪ Past and Present ▪ People, Culture and Communities ▪ The Natural World
Expressive arts and design	<ul style="list-style-type: none"> ▪ Creating With Materials ▪ Being Imaginative and Expressive

2.8 We firmly believe that all seven areas of learning and development must be delivered through planned, purposeful play, with a balance of adult led activities and child-initiated activities.

2.9 We want all our children to learn by playing and exploring, by being active and through creative and critical thinking. We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

2.10 We work hard to give every child the opportunity to achieve their best as we believe every child is unique and constantly learning.

2.11 In The Dean Trust we recognise our responsibilities under the Health and Safety at Work Act 1974 and the safeguarding and welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021. We will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on our schools' premises and during school-sponsored activities). We will:

- Ensure that all children are kept safe and well
- Promote good health (including oral health), preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose



- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

2.12 We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

2.13 We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

3. Roles and Responsibilities

3.1 Aims

1. To give every child the best possible start in life and the support that enables them to fulfil their potential.
2. To ensure children learn and develop well and are kept healthy and safe.
3. To promote teaching and learning in order to ensure children's 'school readiness'.
4. To give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
5. To share good practice within The Dean Trust and with other schools.
6. To ensure compliance with all relevant legislation connected to this policy.

3.2 Responsibility for the Policy and Procedure – Role of the Headteacher

The Headteacher and the EYFS Leader will:

1. Work in partnership with parents / carers to promote the learning and development of all children, and will ensure they are ready for school;
2. Ensure the following seven areas of learning and development, which are all interconnected, will shape educational programmes:
3. Ensure all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development;
4. Ensure all teachers provide for those children whose home language is not English sufficient opportunities to learn and reach a good standard in English language during the EYFS;
5. Ensure that every child is assigned a key person;
6. Ensure the level of progress of children should be expected to have attained by the end of the EYFS is defined by the early learning goals;
7. Ensure assessment is on-going which recognises children's progress, understands their needs, and is used to plan activities and support;
8. Ensure the Reception Baseline Assessment is completed within the first 6 weeks of a child starting Reception Class
9. Ensure the EYFS Profile is undertaken and completed at the end of the key stage;
10. Ensure the results of the EYFS Profile is sent to the local authority on request and is shared with Year 1 teachers and parents;
11. Develop positive relationships with parents
12. Ensure all school personnel and parents are aware of and comply with this policy;
13. Ensure good practice is shared;
14. Ensure compliance with the health and welfare requirements of the Statutory Guidance for the Early Years Foundation Stage 2021
15. Provide leadership and vision in respect of equality;
16. Make effective use of relevant research and information to improve this policy;
17. Provide guidance, support and training to all staff;
18. Monitor the effectiveness of this policy by:



- a) monitoring learning and teaching through observing lessons
- b) monitoring planning and assessment
- c) speaking with pupils, parents and governors

19. Monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
20. Celebrate the effort, success and achievements of pupils and school personnel;
21. Report to the Governing Body (as required).

3.3 Role of the Early Years Foundation Stage Leader

The Early Years Foundation Stage Leader will undertake the following responsibilities:

3.3.1 Leadership and Management

1. To lead and manage the EYFS working in conjunction with the Headteacher, Senior Leadership Team and governors.
2. To undertake leadership and management responsibilities.
3. To co-ordinate and be responsible for the organisation and management of the EYFS.
4. To advise and work closely with the Headteacher.
5. To develop an EYFS development plan and to monitor its effectiveness.
6. To ensure all EYFS policies are in place and regularly updated.
7. To lead and develop an effective EYFS team.
8. To provide and manage a stimulating EYFS environment.
9. To monitor all planning in accordance with the EYFS and school policies.

3.3.2 Assessment and Data

1. To ensure assessment procedures are in place for recording, reporting and tracking pupils' progress.
2. To use pupil data effectively.
3. To undertake thorough and accurate tracking of pupil progress. To present termly pupil progress reports to the Headteacher, Senior Leadership Team and governors.
4. To set targets with the Headteacher and Senior Leadership Team.
5. To ensure EYFS Profiles are completed and passed on.

3.3.3 Resources and Budget

1. To make effective use of resources and budget allocation.

3.3.4 Transition

1. To ensure smooth transitional arrangements between phases.

3.3.5 Parents

1. To develop and strengthen good relationships with parents.
2. To organise parent-teacher consultations.
3. To communicate regularly with parents.

3.3.6 EYFS Policy

1. To lead the development of this policy throughout the school.

3.3.7 Working Relationship

1. To work closely with the Headteacher and SLT
2. To develop effective working partnerships with local providers.
3. Demonstrate commitment to multi-agency working to provide support for our pupils and their families.

3.3.8 Support

1. To provide guidance and support to all EYFS staff.
2. To provide training for all staff on induction and when the need arises.
3. To co-ordinate and oversee EYFS teaching staff and support staff.
4. To coach, mentor and develop all EYFS teaching staff and support staff.

3.3.9 Performance Management

1. To undertake performance appraisals with both teachers and support staff.



3.3.10 Professional and Staff Development

1. To plan staff development opportunities for all EYFS staff.

3.3.11 Research

1. To make effective use of relevant research and information to improve this policy.
2. To keep up to date with new developments and resources.

3.3.12 Health and Safety

1. To undertake risk assessments as required.

3.3.13 Monitoring

- 1 To monitor, evaluate and support the teaching and learning of the EYFS pupils.
- 2 To review and monitor this policy.

3.3.14 Reports

- 1 To present termly pupil progress reports to the Headteacher, Senior Leadership Team and nominated governor.
- 2 To produce and present regular reports on the progress of the EYFS to the governing body.

3.4 Role of a Key Person

A Key Person will:

- 1 Undertake appropriate induction training before starting the role of a key person;
- 2 Be given allocated key children;
- 3 Meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour;
- 4 Develop a genuine and close bond with the children;
- 5 Help the children to become familiar with the setting and making them to feel confident and safe within it;
- 6 Be responsible for carrying out the personal care with their key children;
- 7 Work with a second key person who will cover their breaks, training and absences in order not to unsettle their allocated key children;
- 8 Be available to meet with parents at the beginning and end of the day;
- 9 Closely monitor and record the progress of each child in order to enable effective planning;
- 10 Liaise with parents periodically informing them of their child's progress;
- 11 Be responsible for updating the developmental records of their key children;
- 12 Attend planning sessions.

3.5 Role of Parents/Carers

Parents/carers will:

- 1 Be aware of and comply with this policy;
- 2 Work in partnership with Dean Trust Schools;
- 3 Comply with this policy for the benefit of their children;
- 4 Be asked to take part in periodic surveys conducted by the schools;
- 5 Be encouraged to take an active role in the life of the schools by attending:
 - a) parents and open evenings
 - b) parent-teacher consultations
 - c) class assemblies
 - d) workshops
 - e) school concerts
 - f) fundraising and social events
- 6 Ensure regular and punctual attendance;
- 7 Notify school on the first day of pupil absence;
- 8 Encourage effort and achievement;
- 9 Encourage completion of homework and return it to school;
- 10 Provide the right conditions for homework to take place;
- 11 Expect their child to hand in homework on time;



- 12 Join the school in celebrating success of their child's learning;
- 13 Ensure correct school uniform and PE kit are worn.

3.6 Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at The Dean Trust schools.