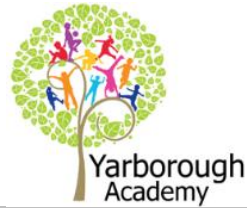


Early Years Foundation Stage Policy



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Policy Statement

At Yarborough Academy, we are committed to providing a high-quality Early Years Foundation Stage (EYFS) education that lays a secure foundation for lifelong learning. Guided by The YA Way, we use brain-based, science-led approaches to ensure that every child can learn and grow, working toward becoming the very best they can be. The YA Way focuses on building physical, emotional, and psychological safety, ensuring that everyone feels loved, connected, and nurtured, and creating world-class learning opportunities that inspire lifelong learning. Through this approach, we CARE (Creating Attachment Relationships in Education) to get the best out of children's brains, fostering a safe, inclusive, and stimulating environment.

Aims

Our EYFS provision aims to:

- Provide a nurturing environment where children feel valued, secure, and confident.
- Foster a love for learning through a balance of child-initiated and adult-led activities.
- Promote the seven areas of learning and development in a way that is engaging and meaningful.
- Encourage strong partnerships with special grown-ups.
- Ensure all children, including those with additional needs, are supported to achieve their potential.

The EYFS Framework

The EYFS Framework outlines four guiding principles that shape our practice:

- Unique Child: Every child is a unique individual, constantly learning and capable of being resilient, capable, confident, and self-assured.
- Positive Relationships: Children learn to be strong and independent through secure relationships.
- Enabling Environments: A rich and stimulating environment supports children's learning and development.
- Learning and Development: Children develop and learn in different ways and at different rates. We ensure inclusive practice to meet the needs of all children.

The Seven Areas of Learning and Development

The EYFS curriculum is delivered through seven interconnected areas:

Prime Areas:

- Communication and Language: Developing listening, attention, understanding, and speaking skills.
- Physical Development: Promoting gross and fine motor skills and understanding the importance of physical activity and healthy choices.
- Personal, Social, and Emotional Development: Building self-regulation, managing feelings, forming relationships, and developing self-confidence.

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Specific Areas:

- Literacy: Fostering a love for reading and writing through phonics and storytelling.
- Mathematics: Developing understanding in numbers, shapes, spaces, and measures.
- Understanding the World: Encouraging exploration, observation, and discussion about people, places, technology, and the environment.
- Expressive Arts and Design: Enabling creativity through music, movement, art, and imaginative play.

Planning and Teaching

At Yarborough Academy, the Curriculum is informed by the Chris Quigley Early Years Curriculum to support the planning and teaching process, aligning it with the principles of the EYFS Framework. This curriculum provides a clear structure for planning that focuses on key developmental milestones, ensuring children's learning is purposeful, meaningful, and aligned with their individual needs.

The Chris Quigley Early Years Curriculum supports our understanding of developmental progress and guides us in delivering experiences that promote the seven areas of learning through engaging, child-centered activities. It ensures that teaching is consistent, progressive, and linked to the EYFS Early Learning Goals (ELGs).

Learning is delivered through a blend of play-based and structured activities, all of which are child-centered and responsive, where possible, to the children's interests. We ensure that each child's learning journey is supported by a balance of adult-led instruction and child-initiated exploration, fostering curiosity and deep engagement.

Learning Environments

Our EYFS learning environment is designed to inspire curiosity, creativity, and a love of learning. Where possible, we draw inspiration from the principles of the Curiosity Approach, creating spaces that are homely, natural, and rich with open-ended resources. Key features include:

- Natural and Authentic Environments
- Opportunities for Child-Led Learning
- Open-Ended Resources
- Connections with Nature
- Mindfulness

The environment is regularly reviewed and adapted to meet the evolving needs and interests of the children.

Inclusion

At Yarborough Academy, we celebrate diversity and strive to meet the individual needs of all children, including those with SEND, EAL, and other additional needs. We work closely with families and external agencies to ensure appropriate support is in place.

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Assessment

Ongoing assessments are conducted to understand each child's learning journey.

- When children enter Nursery, we assess their school readiness to identify and address any gaps in development, ensuring they have a strong foundation for learning.
- The Reception Baseline Assessment (RBA) is completed at the start of the Reception year.
- Progress is tracked against the EYFS Early Learning Goals (ELGs), and the EYFS Profile is completed at the end of the Reception year.
- Regular communication with special grown-ups ensures they are involved in their child's progress.

Partnerships with Special Grown-Ups

We value the role of special grown-ups as primary educators and work in partnership with them to support children's learning and development. This includes:

- Inviting them to stay and play sessions
- Workshops and information sessions.
- Sharing children's learning journeys and celebrating achievements through Tapestry
- Providing guidance for supporting learning at home.

Safeguarding and Welfare

Safeguarding is a priority in our EYFS setting. All staff are trained in child protection and follow Yarborough Academy's safeguarding policies.

- We adhere to the EYFS welfare requirements, ensuring a safe and healthy environment.
- Staff-to-child ratios are maintained to meet statutory requirements.

Transition

We ensure smooth transitions between home, Nursery, Reception, and Year 1 by:

- Offering home visits and taster sessions.
- Sharing information with special grown-ups and the next class teacher.
- Gradual settling-in processes tailored to the child's needs.

Monitoring and Evaluation

The effectiveness of the EYFS provision is monitored through:

- Observations and evaluations.
- Feedback from staff, special grown-ups, and children.
- Continuous professional development for staff to enhance practice.

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Policy Review

This policy will be reviewed annually by the EYFS team and senior leadership to ensure it reflects current statutory requirements and best practices.

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