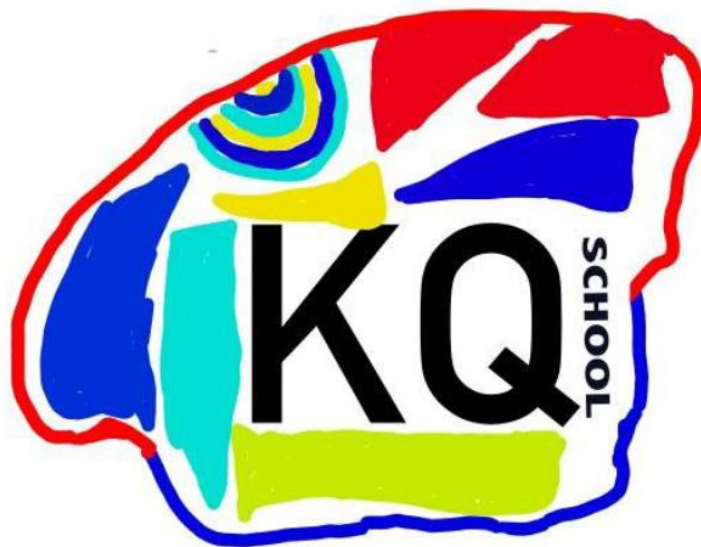




EYFS Policy



Approved by:	Kensington Queensmill LGB	Date: 23.02.22
Last reviewed on:	March 2023	
Next review due by:	March 2024	

Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	2
4. Curriculum	2
5. Assessment	3
6. Working with parents	5
7. Monitoring arrangements	4
Appendix 1. List of statutory policies and procedures for the EYFS	

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Currently Kensington Queensmill has two class groups it would consider as 'Early Years', each comprising of no more than 10 children.

Due to each child's autism and/or significant learning difference diagnosis and the impact this may have on their presentation and unique starting point when they join school many join at an early age are still working towards the goals and development markers within the EYFS framework. When considering 'Early Years' Kensington Queensmill may include those in Years 1 and 2 depending on their current presentation and development.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. This is in addition to a focus/consideration of the child's autism and/or significant learning difference diagnosis and the impact this may have on their presentation and unique starting point when they join school.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, outside of that typically experienced in the school's specialist setting, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for life after school.

A range of different strategies are used to teach the pupils at QCEST Multi-Academy Trust including TEACCH, PECS, Makaton and SCERTS. An emphasis is placed upon communication and PSED as these are the areas that are most difficult for our children. Physical Development (fine and gross) as well as learning outdoors is also key as progress in that area enable progress in others. All children in the EYFS have input from a speech and language therapist, and occupational therapist.

5. Assessment

At Kensington Queensmill, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests, learning styles and autism and/or significant learning difference diagnosis and the impact this may have on their presentation and unique starting point. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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 (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Additionally, at Kensington Queensmill the following EYFS assessment procedures are in place:

- A baseline assessment is taken against key skills at two weeks and then again at 6 weeks.

- Assessment is taken in communication using the phases of the Picture Communication System (PECS) and critical communication skills
- A baseline review for parents and careers is held for each pupil after the first six weeks of trust
- Autism specific PLP (Personal Learning Plan) 'I can' statements targets are written for each child in their first term at trust and reviewed on an on-going cycle
- All EYFS pupils have assessments taken by the SALT team and the trust Occupational Therapist through observation and collaborative work with the class teachers. Relevant goals and programmes are then written for each child and reviewed on an on-going cycle. Assessments are taken against these. Therapists also collaboratively write PLP targets with class teachers.
- Photo and video recording profiles are also completed for each child, to assess progress with I-Can statements and PLP targets
- On-going assessment is taken by class teams during the child's time in the EYFS through methods such as planning, observation, photographs and annotations, and video, and wow moment sheets.
- Assessments are taken for each child against the 3 Characteristics of effective learning through Teacher's Annual Review report and Photo samples.
- All Early Years Foundation Stage practitioners have the chance to work with and observe and assess the other pupils in the EYFS during activities to ensure judgements are sound. (Every week for one afternoon, teachers and children change groups for clubs so that teachers can observe all children in the EYFS.)
- All transitions are important (not only EYFS/ KS1) and therefore each year, class teachers are given designated time to meet and exchange information, goals and assessments etc. Pupils are also given designated times to visit and spend time in the class they are transitioning to, to aid transition.
- An annual review is held each year for children in the EYFS involving all relevant professionals and parents/carers.
- Assessments are taken against the EYFS early learning goals for each child at the end of the reception year through the Foundation Stage Profile.
- Regular moderation meetings between EYFS teachers to ensure consistency of teaching and assessment.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Monitoring arrangements

This policy will be reviewed and approved by the Head of School and Chair of Governors every two of years. At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy and first aid policy
Administering medicines policy	See supporting pupils with medical conditions policy and first aid policy
Emergency evacuation procedure	See health and safety policy and building evacuation plan
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy