EYFS Policy

ODBST Level 1 Statutory Policy:	**ALL** Schools require this policy with **no changes** allowed to core text. No changes are necessary to personalise this with school name and branding, as this is a Trust level policy for use, without change, by all schools, **except** where a school contact is required as identified in the content of the policy. LGBs will **note** adoption in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	Safeguarding & Child Protection Policy Intimate Care Policy SEND Policy Behaviour Policy Curriculum Policy Procedure for dealing with concerns and complaints Whistleblowing
Committee responsible:	SEC
Approved by:	SEC
Date Approved:	18th June 2024
Review Date:	Summer term 2027

For all questions in relation to this policy please contact the ODBST School Improvement Service.

1. Introduction

1.1. The ODBST believes that every child deserves the best possible start in life and the best support that enables them to fulfil their potential. The Trust understands that children develop faster in the early years and that 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.

1.2. ODBST is clear that the Statutory framework for the Early Years Foundation Stage[1]:

- sets the standards that all early years providers must meet to ensure that children learn and develop well;
- ensures children are kept healthy and safe;
- ensures that children have the knowledge and skills they need to start school.

All our settings promote teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

1.3. The settings in ODBST seek to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

1.4. The statutory framework specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings;
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five);
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

1.5. The safeguarding and welfare requirements cover the steps that all our settings must take to keep children safe and promote their welfare**.**

2. Aims

2.1. This overarching policy aims to support all our schools and settings in their framing of a policy for EYFS relevant to their unique contexts and broader approach to curriculum design based on the agreed ODBST scheme of delegation. It is Trustees expectations that Local Governing Bodies (LGB) will ensure that:

- children access a broad and balanced curriculum that gives them the broad range

[1] Statutory framework for the early years foundation stage(2017) to be superseded by a new framework in Sept 2021

of knowledge and skills needed for good progress through school and life;
- settings achieve quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- there is close partnership working between practitioners and parents and/or carers;
- every child is included and supported through equality of opportunity and anti-discriminatory practice.

3. Legislation

3.1. This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) 2024.

3.2. The learning and development requirements are given legal force by an Order 3 made under section 39(1)(a) of the Childcare Act 2006.

3.3. The safeguarding and welfare requirements are given legal force by Regulation 4 made under section 39(1)(b) of the Childcare Act 2006.

3.4. This document also complies with our funding agreement and Articles of Association.

4. Structure of the EYFS

4.1. Each Primary school within ODBST will have its own structure of EYFS provision. Details of individual schools can be found by contacting them directly.

4.2. Admission to EYFS is covered by the Trustees as the Admission Authority for the schools in the Trust. In each case Trustees seek to comply with statutory regulations regarding admission and work with local authority admission teams to ensure its policy is fair and applied without discrimination.

5. Curriculum

5.1. Our early years settings follow the curriculum as outlined in the 2024 statutory framework of the EYFS and all subsequent statutory orders. The characteristics of effective learning underpin everything that happens in the Trust's EYFS setting. The characteristics are:

5.1.1.Playing and exploring – engagement
- Finding out and exploring
- Playing with what they know
- Being willing to have a go

5.1.2.Active learning- motivation
- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

5.1.3.Creating and thinking critically- thinking
- Having their own ideas
- Making links
- Choosing ways to do things

5.2. 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.

5.3. 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

6. Planning

6.1. ODBST schools and settings plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus on all areas following the characteristics of effective learning.

6.2. Staff will also take into account 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. Those children who are disadvantaged will be prioritised and given every possible opportunity to keep up with their peers so that there is little/no gap between their outcomes and those of all children in EYFS.

6.3. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

6.4. Where a child has English as an additional language (EAL), settings will use their best knowledge and understanding of the child to enable them to access the EYFS setting and the learning within it.

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

7. Teaching.

7.1. Effective EYFS practice seen across the Trust ensures that each area of learning is provided for in the setting, creating an enabling environment with the learning following the children's interests and needs. The areas are enhanced to enable purposeful learning opportunities through play for each individual in the cohort. Within each setting Trust schools will provide a range of experiences for the children to engage in, some of which will be adult lead, child initiated or spontaneous as a result of an enabling learning environment. Staff will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and effective two-way communication with home.

7.2. Within the freedoms of the Trust, it is expected that settings will prepare children for their transfer to Key Stage 1. This will include changes in the way learning is organised and provided and in preparing children for a different style of curriculum. It is expected that this should prepare children to move into Year 1 and a continuum of experiences towards a more formal learning environment. This 'transition' is for individual schools to decide so as to maximise children's learning and development.

8. Assessment

8.1. At ODBST Primary schools, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

8.2. Where there is a nursery setting when a child is aged between 2 and 3, it is expected that practitioners review their progress and provide parents and/or carers with a written summary of the child's development with reference to the characteristics of effective learning, the prime and specific areas of learning and development. This 'progress check' highlights the areas in which a child is progressing well and the areasin which additional support and provision is needed.

8.3. As stated in Development Matters in the EYFS: *'Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individualchildren, they should not be used as check lists. The age / stage bands overlap because these are not fixed age boundaries but suggests a typical range of development'*.

8.4. From September 2021 children, on entry to their Reception year undertake a 'Reception baseline assessment' (RBA)[2]. The RBA will be statutory in schools and will assess pupils' starting points in:

- language, communication and literacy
- mathematics

through an activity-based assessment.

Schools will be required to carry out this assessment within the first 6 weeks of pupils starting reception. The data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. It is Trustees expectation that these are used to inform their intent and implementation of the EYFS provision within the first term.

8.5. At the end of the EYFS, staff complete the EYFS profile for each child with reference to the characteristics of effective learning. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels or **Emerging**
- Meeting expected levels of development or **Expected**

Teachers do not have to provide lots of evidence of children's outcomes. Instead, teachers and key workers are expected to use ongoing formative assessment, information from parents and professionals and draw on their own professional "best fit" judgements.

8.6. The profile will reflect ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and data is submitted to the local authority.

9. Working with parents

9.1. ODBST is clear that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

9.2. Parents and/or carers are better able to support schools and settings if they have this information and are

[2] RBA

regularly kept up to date with their child's progress and development. Progress checks and the EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

9.3. Each child will be assigned a 'key worker' who helps to ensure that their learning and care is tailored to meet their needs. The key person will support 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.

10. Equality and Diversity

10.1. ODBST is committed to promoting equality of opportunity. The Statutory Framework for the Early Years Foundation Stage (January 2024) which sets the standards for learning, development and care for children from birth to five seeks to provide: "*Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported."*

10.2. All our schools have a responsibility to ensure positive attitudes to diversity and difference. Not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

10.3. In order to ensure inclusive practice, all ODBST schools and setting will be supported to develop an ethos, policies and practices that includes all learners with the aim of meeting their individual needs. To help to ensure inclusivity ODBST will be proactive at removing the factors which act as barriers to inclusion such as negativity, bias and stereotyping. Working with governors, school leaders and staff we will seek to develop positive attitudes, implement clear strategies and nurture collaborative approaches towards diversity and inclusion.

11. Data Protection

11.1. ODBST will process personal data of children in our schools and settings (which may be held on paper, electronically, or otherwise). ODBST recognises the need to treat it in an appropriate and lawful manner, in accordance with the Data Protection Act 2018 (DPA).

12. Safeguarding and welfare procedures

12.1. Our safeguarding and welfare procedures are outlined in the Trust's Child Protection and Safeguarding policy and supplemented by the statutory provision laid out in the statutory frameworks for EYFS (2024).

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

This checklist lists the policies and procedures that schools must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Source
Child protection and Safeguarding policy and procedures	ODBST
Procedure for responding to illness	
Administering medicines policy	ODBST
Emergency evacuation procedure	
Procedure for checking the identity of visitors	ODBST
Procedures for a parent failing to collect a child and for missing children	
Procedure for dealing with concerns and complaints	ODBST
First aid policy	ODBST
Whistle blowing policy	ODBST
Safer recruitment policy.	ODBST
Information from parents prior to admission to school including dietary needs	