

## DEMAT EYFS Policy

In the development of this policy consideration has been given to Equality and Diversity and Data Protection.

### Equality and Diversity

DEMAT is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals can make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We do not discriminate against staff based on age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

### Data Protection

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

	Version	Date
Date approved by the DEMAT Standards and Ethos Committee	1	20/11/18
Date on which the DEMAT consulted with the unions if applicable		Not applicable
Effective date as determined by DEMAT	1	20/11/18
Policy to be reviewed annually from date last approved by DEMAT Standards and Ethos Committee	2	November 2019

For all questions in relation to this policy please contact the DEMAT School Improvement Director

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### **Application of the Policy**

This policy is to be used by all employees employed by The Diocese of Ely Multi-Academy Trust (DEMAT). The following definitions are included for reference purposes for both School and Central Team staff to enable clarity and transparency when applying this policy

## 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.

Close partnership working between practitioners and with 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 [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

Each Primary school within DEMAT will have its own Structure of Nursery and or EYFS provision. Details for individual schools can be found by contacting the primary schools

## 4. Curriculum

Our early years settings follow the curriculum as outlined in the 2017 statutory framework of the EYFS. The characteristics of effective learning underpin everything that happens in the EYFS setting. The characteristics are:

### **Playing and exploring – engagement**

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

### **Active learning- motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### **Creating and thinking critically- thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

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, practitioners working with the youngest children are expected to focus on all areas following the characteristics of effective learning.

Staff 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. 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.

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

### **4.2 Teaching.**

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 a setting there will be a range of experiences for the children to engage in some of which will be adult lead, child initiated or could be spontaneous. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and effective two-way communication with home.

Year 1 should move the children to more formal learning after an effective transition period in the Autumn term, individual to each school and cohort.

## 5. Assessment

At DEMAT 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.

Where there is a nursery setting when a child is aged between 2 and 3, 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 areas in which additional support and provision is needed.

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 individual children, 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'.

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
- Working beyond expected levels or Exceeding

The profile reflects 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.

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

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

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

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
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
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
<u>First aid policy</u>	
<u>Child protection policy</u> <u>Whistle blowing policy</u> <u>Safer recruitment policy</u> <u>Information from parents prior to admission to school including dietary needs</u>	