

# Early Years Foundation Stage (EYFS) Policy

Milestone Academy

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<b>Last reviewed:</b>	October 2023
<b>Next review due:</b>	October 2025

## Contents

1. Aims	2
2. Legislation	2
3. Structure of the EYFS	3
4. Curriculum	3
5. Assessment	4
6. Working with parents and carers	5
7. Safeguarding and welfare procedures	6
8. Monitoring arrangements	6

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### 1. Aims

At Milestone Academy we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and other professionals to create a personalised learning journey for each child to achieve their full potential.

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 each child follows their own personalised learning journey to achieve their full potential
- A close working partnership between staff and parents/carers and other professionals.
- 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 [2023 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

### 3. Structure of the EYFS

Our early years department consists of a specialist intervention Nursery and a Reception class. Children who attend our Specialist Nursery are allocated two terms and are granted between 6-9 hours. This can be an onsite intervention or an off-site intervention depending on the child's/family's needs. During a child's time attending the intervention nursery we will support the mainstream setting with interventions and targeted support as well as supporting to initiate a statutory assessment if appropriate. In order to attend Milestone Academy from reception onwards pupils will need an EHCP.

### 4. Curriculum

Our early years setting follows the curriculum as outlined in the 2023 EYFS statutory framework.

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 specific areas will be delivered through the prime areas and they will be embedded into our curriculum.

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

The curriculum is delivered using a play-based approach as outlined by the EYFS:

'Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.'

We plan a balanced range of activities to include children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During play, early years practitioners continuously interact with the children to stretch and challenge them further.

## 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff focus strongly on the 3 prime areas.

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. Staff will use a pupil's individual communication aid or recommendations from Speech and Language and/or other professionals and build this into the child's day to support their learning and understanding of the curriculum.

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

Each term we will have a central idea and lines of enquiry as a focus but this is used as a guide. Staff will use children's interests and prior observations to 'plan in the moment' and learning can progress down different lines of enquiry.

Every child will have a 'next steps' target plan with small step targets for each area of learning. This is a working document and will be updated and amended when needed. The child will work on these individual personalised targets throughout all activities and continuous provision. As well as this each child will have their personalised plan targets and/or provision plan targets which will be two termly and longer term targets.

## 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.

Adult led learning may look different for each individual child to cater for their individual needs. This may be through 1:1 activities at the workstation through to small group learning with adults and peers. Child initiated learning time may also have an added element of structure in order for our pupils to access this effectively, to allow for a positive learning experience and to ensure progress is made.

Staff support pupils to become independent learners and will teach everyday skills such as hand washing, teeth brushing and dressing skills. Children are supported to be as independent as possible based on their individual needs which could range from holding a spoon for 5 seconds to transitioning to the toilet independently when shown a photo of the toilet.

## 5. Assessment

At Milestone Academy, 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. Staff also take into account observations shared by parents/carers.

Pupils are assessed three times a year and this is recorded on an individual tracking sheet. The EYFS assessment system used at Milestone is our own bespoke differentiated framework. Each level is called a stepping stone. These levels are:

- Stepping Stone 1
- Stepping Stone 2
- Stepping Stone 3
- Stepping Stone 4
- Stepping Stone 5
- Stepping Stone 6
- ELG

We monitor a child's progress within these area using sub-levels:

- Beginning
- Beginning+
- Developing
- Developing+
- Embedded
- Embedded+

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/carers. The results of the profile are shared with parents/carers for their child.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

## **6. Working with parents and carers**

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

Parents/carers are kept up to date with their child's progress and development. For pupils in reception there are three formal meetings during the academic year.

- Parent consultation - October - to share provision plan targets
- A child's annual review
- Parent consultation - June - to share progress/end of year report

In Reception, parents receive feedback about their child's progress at parent consultations. At the end of the year, they also receive an end of year report which includes their child's profile scores and information about their Characteristics of Effective Learning.

For pupils attending our specialist intervention nursery a meeting with parents/carers will be held at the end of their first term of the placement and then a review of the placement at the end of the second term. Additional meetings may be held as needed for the initiation of statutory assessment. A child's personalised plan will always be shared with parents/carers and a copy sent home.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs.

Each child will have an online learning journal through 'Tapestry'. Parents/carers will have access to this and are encouraged to upload videos and observations from home so staff can support learning at development at home.

## **7. Safeguarding and welfare procedures**

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. This includes educating children about online safety, road safety, oral health and stranger danger.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

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

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Lead every two years or earlier if required.

At every review, the policy will be shared with the governing board.