



CHANDLERS RIDGE ACADEMY

EYFS POLICY

Date of Next Review: Date February 2026

Responsible Officer: EYFS lead

Table of Contents

1. Introduction – Early Years Foundation Stage Policy	3
2. Scope of Policy and Objectives for EYFS.....	3
3. Key Themes -EYFS.....	4
4. Learning and Developing; Our EYFS Approach	6
5. Safeguarding & Welfare.....	9
6. Audit.....	10

1. Introduction – Early Years Foundation Stage Policy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and 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'.

Statutory Framework for EYFS effective 1.9.21

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Chandlers Ridge Academy, children are admitted to Reception in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At Chandlers Ridge Academy, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

2. Scope of Policy and Objectives for EYFS

We aim to support all children to become independent, resilient and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Chandlers Ridge Academy, in the Early Years Foundation Stage, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.



The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich, stimulating and safe environment;
- It acknowledges the importance of a full working partnership with parents and carers.

3. Key Themes -EYFS

The Early Years Foundation Stage is based on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

3.1 A Unique Child -Our EYFS Approach

At Chandlers Ridge Academy, we aspire that all children can be competent learners who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates.

Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Chandlers Ridge Academy are treated equally regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most children achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;



- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy, Educational Psychologist).
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

3.2 Positive Relationships – Our EYFS Approach

At Chandlers Ridge Academy we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

- We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:
- Talking to parents/carers before their child starts school with induction meetings and Nursery and school induction visits prior to starting our setting.
- Providing induction meetings for Nursery and Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written and photographic contact via school newsletters, Tapestry, an online Learning Journey.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics or reading.
- Parents are invited to a range of activities throughout the school year such as Christmas productions and sports day.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. hearing readers



3.3 Enabling Environments - Our EYFS Approach

At Chandlers Ridge Academy we recognise that the environment plays a key role in supporting and extending the children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

4. Learning and Developing; Our EYFS Approach

4.1 The EYFS Curriculum

Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in EYFS settings. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Staff will also guide and support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

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



Children's development levels are assessed and as the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

Reception pupils also participate in a daily phonics session, following the guidance in the Chandlers Ridge phonics programme.

4.2 Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring -children will have opportunities to investigate and experience things, and 'have a go'.

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning-children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions, providing them with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically -we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open-ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Within Chandlers Ridge, we use animal characters to promote the characteristics and the staff and children use them as part of their daily life. The Chandler's Ridge Academy values are also incorporated with the Characteristics of Effective Learning characters.



4.3 Planning

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. Planning for the Prime and Specific Areas of learning are based upon topics that are linked to the children's interests. This therefore responds to the needs, achievement and interests of the children to allow them to make progress. Phonics is planned as discrete sessions, but is also incorporated into all areas of the EYFS curriculum and school environment, both inside the classroom and in the outside area.

4.4 Observations

EYFS staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning.

4.5 Assessment

The EYFS framework is the nationally employed assessment tool that enables teachers to record their observations at the end of the Early Years, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Early years.

We assess each child using the Chandlers Ridge EYFS Checkpoint Document. This is from the start of Nursery to the end of Reception and this also includes Chandlers Ridge ready statements for every checkpoint and for readiness into Year 1. This document also transfers with the children into Y1.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Assessment in the Early Years takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

Frequent Pupil Progress meetings are held with class teachers, the EYFS Leader, the Assessment Leader and Head Teacher. We share this information at parental consultation meetings and in the end -of -year report. Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress.

4.6 The Learning Environment

The Early years classrooms are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, creative etc. Children have access to both inside and outside area across the day. Being outdoors offers opportunities for doing things in different ways and in different scales than when



indoors. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

4.7 Transition

Starting school can be a difficult time for young children. At Chandlers Ridge Academy, we plan this time carefully to support children with the transition and try to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Starting Reception – Parents of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. This is an opportunity for staff to

- To go through the school information
- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Explain the arrangements for the gradual induction in to Reception
- To answer any questions which parents may have.

The children are given opportunity to visit Reception classes and staff during the second half of the Summer term. This takes place during their normal Nursery hours. Whilst in Reception, the children listen to stories, talk about their families, draw pictures, play and produce work for a display in the Reception classrooms. Parents are provided with an information sheet about starting school and things they can help with before starting school. Children from different settings are also invited to these visits.

The children in Nursery, moving onto Reception are also invited to an end of year visit, which allows the morning and afternoon nurseries the opportunity to meet each other.

Starting in Key Stage 1 (Year 1) - Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend time in their new class during the Summer term.

5. Safeguarding & Welfare

- All staff phones will be out of the learning environment whilst children are in.
- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs



EYFS Policy **PUBLIC**

Document Control

Reference: CRA-048

Issue No: 2

Issue Date: February 2024

Page: 10 of 10

- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

5.1 Keeping Safe

- If a child is not in the setting after registers close, contact will be made with contacts to ascertain why this is if they have not already reported the absence.
- If children are not collected at the expected time, a phone call is made to the contacts. With no contact being able to be made after 5pm, then Children's services (MACH) will be contacted. 01642 726604.
- It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards.

5.2 Intimate care

Children are encouraged with toileting and washing hands at all times. If children are not yet toilet trained, we encourage the use of pull ups so children can take part in going to the toilet. Furthermore, if necessary, these children are changed in the toilet area.

Children are encouraged to clean themselves, however in some cases where there is too much for children to clean themselves. The changing of pull up/ nappies is recorded. Information is given to and signed by all Nursery children's parents when they start Nursery to explain the school's intimate care policy. Children are expected to be toilet trained when starting Nursery, however staff will work alongside parents to promote independent toileting within the child's first term. If this is unsuccessful then parents will seek help from the child's Health Visitor.

6. Audit

This policy will be reviewed on a 2-year cycle or earlier if necessary.