



Early Years Foundation Stage (EYFS) Policy

Believing in Excellence means that the Trust has key values that all members of our schools' community live by.

These are:

- Respect;
- Resilience;
- Responsibility.

Date of Policy	September 2023
Date agreed by Trustees	September 2023
Date of next review	September 2024

Cavendish Education Trust (Eastbourne) is an exempt charity and a company limited by guarantee, registered in England and Wales with Company Number 8135372. Its registered office is at Eldon Road, Eastbourne, East Sussex BN21 1UE

At Cavendish Education Trust, we believe all our pupils should have the best possible life chances. Therefore, it is important for all of us to demonstrate the Trust values:

Respect

- We value all members of the school community. We act in a way that promotes learning for all.
- We show respect for the school buildings, facilities and surrounding environment.

Resilience

- We work hard to overcome the things we find difficult and do not give up.
- We support others to overcome difficulties to become confident learners.

Responsibility

- We take personal responsibility for our own learning.
- We act in a manner that shows a strong sense of right and wrong.

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. 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.

The Early Years Foundation Stage (EYFS) ensures that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Cavendish Education Trust EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child is left behind
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned 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

The EYFS applies to children from birth to the end of the Reception year.

At Cavendish School, children can join our pre-school from the age of two and join our Reception classes in the year that they turn five.

At Roselands School, children join our Reception classes in the year that they turn five. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

- **A unique child** – developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** – supporting the children in becoming strong and independent.
- **Enabling environments** – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – An acknowledgement that children learn in different ways and at different rates.

A Unique Child

At Cavendish Education Trust, we recognise that every child can become a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, 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/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs (SEND)

All children and their families are valued at Cavendish Education Trust. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school’s SENCo is called upon for further information and advice. Appropriate steps are taken in accordance with the Trust and each school’s Local Offer.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experiences 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 to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources that reflect diversity and are free from discrimination and stereotyping.
- Planning challenging and appropriate activities for children.
- Monitoring children’s progress and taking action to provide support as necessary

Welfare and Safety

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. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Cavendish Education Trust Safeguarding Policy)

“Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence”.

Statutory Framework for EYFS September 2023

At Cavendish Education Trust, we understand that we are legally required to comply with certain welfare requirements as stated in the New Statutory Framework for Early Years Foundation Stage September 2023

We understand that we are required to:

- Promote the welfare and safeguarding of children by adhering to Keeping Children Safe in Education 2023.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe and efficient management of the setting in order to meet the needs of the children.

Positive Relationships

At Cavendish Education Trust, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child during a home visit.
- Children having the opportunity to spend time with their teacher before starting school via carefully planned events.
- Supporting children through the transition from Nursery to Reception with a staggered intake of children within the first two weeks. This is also to support staff and parents in getting to know each other as well as the children.
- Inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading / phonics, maths and the EYFS Curriculum.
- Encouraging parents to talk to the child's teacher if there are any concerns. There are two formal meetings for parents and one informal meeting in the Summer Term. In the formal meetings, the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the parents' evenings and at the end of the year.
- Allowing parents access to their child's learning journey and assessment records through the online package "Tapestry", Home School Books and Reading Records. At parents' evening parents are invited to look at class books, including Maths, English and Art.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: information morning, celebration assemblies, Nativity, Easter Performance, school trips and the summer and Christmas fayre.
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

We will consider the individual needs, interests, and development of each child and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. When working with the youngest children, we will ensure a strong foundation for children's development in the three prime areas. The specific areas of learning will provide the children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning with a particular focus on developing language and extending vocabulary.

Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. To further develop individual learning, staff will enhance and extend play as needed.

The EYFS Statutory Curriculum September 2021

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities and to develop resilience to persist and wait for what they want.. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to

early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

It is crucial for children to develop a life-long love of reading.

Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression,

vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Learning through play

Experiences and activities planned will reflect the different ways that children learn. At Cavendish Education Trust, we support children in using the three characteristics of effective teaching and learning. These are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go';
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Assessment in the EYFS

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) will form the integral part of the learning and development process. Highly skilled practitioners, knowing children's level of achievement and interests, will shape teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners will respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork or collections of evidence. Parents and/or carers will be kept up-to-date with their child's progress and development via Tapestry, Parent Consultations and opportunities to visit the setting. Assessment will inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). The ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers will draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs.

Behaviour for Learning at Cavendish Education Trust

Underpinning behaviour for learning at Cavendish Education Trust:

- Duty of care to safeguard children
- Ethos of the school - Believing in Excellence
- Values of the school - Respect, Resilience, Responsibility
- Pillars for Learning - Engagement, Independent Learning, Challenge and Feedback

- Meeting the teacher standards

In the Classroom, around the school and in the playground:

Pupils demonstrate the school values of Respect, Resilience and Responsibility (Our 3 R's) by following the **Pillars for Learning**

Pupils are awarded Pillar Points for showing good attitudes towards learning, linked to the four Pillars of Learning.

Lessons are planned and Pillars for Learning underpin all planning

Pre-School and Reception



Rewards

We love to celebrate and reward the pupils for good attitudes towards learning! Some of our rewards include:

- Positive praise
- Stickers
- Pillar points
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- End of term rewards
- Certificates
- Celebration assemblies

Please see the Cavendish Education Trust Behaviour Policy for more information.

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

Health and Safety

At Cavendish Education Trust, there are clear procedures for assessing risk, which include procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment as follows:

- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required;
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- First Aid will be administered by trained staff only.
- A health and safety policy and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy.
- An E-Safety policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras used in school must not be used for staff's own personal use.
- Appropriate clothing. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level and within the outdoor area.

Transition

From Nursery/Pre-school/Home to Reception

At Cavendish Education Trust, we have a comprehensive process for transfer and transition at both Cavendish School and Roselands School, which seeks to ensure that the transition from home or pre-school into school is both smooth, calm and effective.

Some features of this important transition are noted below.

- Visits to the school
- Admission meetings for Parents
- Starting school information and a "taster" session
- Parent Consultations
- Curriculum meetings and events

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other information contributed by other adults, which is judged appropriate and useful by the parent/carer and/or teacher.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

Year 1 teachers are given a copy of the child's report together with a short commentary on their skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

The Role of the Local Governing Board

The Governors are responsible for ensuring the effectiveness of provision in the EYFS. They delegate day-to-day leadership to the Head of School and the wider team. As part of their role, they will review the outcomes for EYFS and ensure all safeguarding requirements are met.