



**MOSAIC**  
SCHOOLS LEARNING TRUST

**EYFS POLICY**

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:

Executive Head Teachers

Date of Review:

September 2024

Date of Next Review:

September 2026

## VERSION CONTROL

Date	Change
September 2024	New policy based on CSAT policy.

## Contents

1. Aims	4
2. Legislation	4
3. Curriculum	4
4. Planning	5
5. Teaching	6
6. Assessment	6
7. Working with Parents	6
8. Safeguarding and Welfare procedures	7
9. Appendix 1: List of statutory policies and procedures for EYFS	8

## 1. Aims.

We aim to support all children to become independent 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.

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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#). This document also complies with our funding agreements and articles of association.

## 3. Curriculum

Our early years settings follow the curriculum as outlined in the latest EYFS statutory framework.

The Early Years Foundation Stage is based on four themes:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

- A Unique Child

At Mosaic Schools Learning Trust we recognise that every child is a competent learner 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.

- Positive relationships

We recognise that children learn to be strong and independent from secure and positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We recognise the vital role that parents/carers play in educating their children and strongly believe in parents as partners.

- Enabling Environments

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 that is set up in discrete areas of learning with planned

continuous provision. Play-based learning is paramount, and children have opportunities to direct their own learning with planned opportunities provided by staff.

We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage our 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.

### **3.1 Learning and Developing**

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

### **3.2 The Characteristics of Effective Learning**

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

1. Playing and exploring children will have opportunities to investigate and experience things, and 'have a go'.
2. Active learning: children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
3. Creating and thinking critically: we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for investigating.

## **4. 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 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. 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.

## 5 Teaching

Each area of learning and development is implemented through planned, purposeful indoor and outdoor experiences, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

## 6. Assessment

On-going 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.

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 in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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 and/or carers. The results of the profile are then shared with parents and/or carers.

The profile is moderated internally (referring to the Development Matters guidance) to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## 7. 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.

## 8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in the safeguarding policy at each school.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:

- Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher:
  - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
  - For all other classes, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

For reception classes we comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years talking to children about:

The effects of eating too many sweet things

The importance of brushing your teeth

### **9. Monitoring arrangements**

This policy will be reviewed and approved by the Achievement and Standards committee every two years.

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

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

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
<b>Safeguarding policy and procedures</b>	<b>See child protection and safeguarding policy</b>
<b>Procedure for responding to illness</b>	<b>See health and safety policy</b>
<b>Administering medicines policy</b>	<b>See supporting pupils with medical conditions policy</b>
<b>Emergency evacuation procedure</b>	<b>See health and safety policy</b>
<b>Procedure for checking the identity of visitors</b>	<b>See child protection and safeguarding policy</b>
<b>Procedures for a parent failing to collect a child and for missing children</b>	<b>See child protection and safeguarding policy</b>
<b>Procedure for dealing with concerns and complaints</b>	<b>See complaints policy</b>