Sires Hill
PRIMARY ACADEMY

Early Years Foundation Stage (EYFS) Policy

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Sires Hill
PRIMARY ACADEMY

Policy Review Information:

Policy	SHPA EYFS Policy
Review schedule	Every 3 years
Statutory Policy	Yes
Policy owner	Principal
Lead Reviewer	Principal
Approver and date of last approval	Principal – *to be confirmed in September 2023*

Key review dates	**Changes made**
04/2016	Written
02/2023	DPA policy aligned to SHPA branding for September ’23 opening
Next Review: September 2023	

INTRODUCTION

Sires Hill Primary Academy believes that every child is unique and that each of our children deserves the best possible start in life. We aim to support them to fulfil their potential. We want our children to be secure, safe and happy.

This policy takes reference from the Child Care Act 2006: sections 39(1)(a), 39(1)(b) and 46, Education Act (2005) Section 5, Statutory Framework for the Early Years Foundation Stage (2012), EYFS Profile, Development Matters in the Early Years Foundation Stage (EYFS), Ofsted School Inspections Handbook: Evaluation Schedule (2013) and the Equality Act 2010.

This policy is linked to our Anti-bullying, Assessment, Recording and Reporting, Behaviour, Collective Worship, Curriculum, Equality, Gifted and Talented, Health and Safety, Home Learning, Induction, Intimate Care, Off-site visits and activities, Safeguarding and Child Protection, Special Educational Needs and Disabilities (SEND), Social. Moral, Spiritual and Cultural (SMSC and British Values and Teaching and Learning policies. It is also linked to our Home-School Agreement.

OBJECTIVES

At Sires Hill Primary Academy we will ensure:

- teaching and learning promotes children's 'school readiness' and gives children a broad range of knowledge;
- every child makes good progress;
- planning provides for the needs of individual children;
- every child will be included and supported;
- every child feels and is safe;
- we work in partnership with parents and early years providers.

ROLES AND RESPONSIBILITIES

The Principal and EYFS Leader

The Principal and EYFS Leader are responsible for the early-years education. Their key responsibilities are to:

- ensure that Sires Hill Primary Academy is safe and secure for pupils;
- ensure that no child is excluded or disadvantaged;
- create a curriculum that builds on what our children already know and can do;
- offer 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;
- create a robust assessment and reporting framework;
- provide a rich and stimulating environment;
- develop full working partnerships with parents/carers and key service providers.

Role of the Key Worker

The class teacher is the named Key Worker for each child in the Reception classes. Within the nursery class, the Early Years Support Worker will also be assigned as a key worker for up to 50% of the group. Their role is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. All adults within the Early Years setting actively seek to form positive, respectful relationships with the children in their care. There are rare occasions when significant adults cannot be in the class and we aim to be consistent in who covers these absences.

THE EARLY YEARS FOUNDATION STAGE IS BASED ON FOUR THEMES

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

A Unique Child

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.

At the Foundation Stage we set realistic and challenging expectations keyed to the needs of our children, so that most 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);
- working closely with parents/carers and other outside agencies to ensure all children's needs are met and enable them to access the curriculum and make good progress.

Positive Relationships

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/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 at our open evenings/ afternoons, school tours and induction meetings;
- arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting school;
- providing a handbook of information about Sires Hill Primary Academy;
- outlining the school's expectations in the Home-School agreement;
- inviting parents/carers and children to spend time in the nursery class for an induction visit before starting school;
- providing an induction meeting for nursery and Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have;
- holding a parent consultation early in the academic year to establish how a child is settling into the school environment;

- operating an open door policy for parents/carers with any queries or concerns. Conversely, if staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them;
- written contact through school newsletters;
- publishing a curriculum topic map detailing the areas of learning and the overarching theme of the term as well as a class weekly newsletter;
- inviting parents/carers to attend informal meetings about areas of the curriculum, such as phonics or reading;
- sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers;
- offering three parent/teacher consultation meetings per year at which their child's progress is discussed;
- sending a written report on their child's attainment and progress at the end of their time in reception;
- asking parents/carers to sign permission forms for visits, food tasting and photographs etc;
- inviting parents to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc;
- 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;
- offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents/carers

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 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.

LEARNING AND DEVELOPMENT

The EYFS Curriculum has three prime areas of learning:

1. communication and language
2. physical development
3. personal, social and emotional development

Additionally there are four specific areas of learning:

1. literacy
2. maths
3. understanding the world
4. expressive art and design

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 the EYFS. The three prime areas are particularly crucial for igniting

children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

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;
- active learning;
- creating and thinking critically.

Playing and exploring

Children will have opportunities to investigate and experience things, and 'have a go'.
Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. 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. Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. 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. It provides children 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. When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children will 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.

PLANNING

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes of work, where appropriate, to support their planning for individual children. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. Our planning is based upon themes with discrete phonics, maths, reading and writing as directed teaching. Topics identified as motivating and relevant to the children's interests are used in order to target the children's next steps in learning. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and also for those working towards National Curriculum levels. Early Years 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. Relevant and significant observations are recorded in the children's Learning Journeys.

ASSESSMENT

Throughout nursery and reception children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS).

Our assessment depends on us getting to know our children very well and to this end we will gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child in nursery and reception has a digital 'Learning Journal' in which we record our observations and keep samples of the children's work.

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- We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.
- 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.
- (not really needed in this section) Assessment in the Foundation Stage 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.
- The collection of assessment data in the EYFS Profile is a statutory requirement.
- The teacher keeps progress records and learning journals and collects examples of each child's work. These digital progress books contain a wide range of evidence that we share with parents/carers online and at each parent/carer consultation meeting.
- Tracking grids are updated at the end of each half term. This provides a summary sheet for each child which feeds into the whole-school assessment and tracking process. We record each child's level of development to be just working towards, comfortably working within or securely working within the Development Matters age-bands. At the end of the final term in Reception the child's next teacher uses the tracking information to make plans for the year ahead. We share this information too at parental/carer consultation meetings and in the end-of-year report.
- 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.
- Each child's level of development is assessed against the 17 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 and parents are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.
- Parents/carers 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. We complete these in June, and send them to parents/carers in early July each year.
- Teacher assessment is moderated in regular meetings, where on-going quality improvement issues are also a focus.
- Data is also submitted to the Local Education Authority, on request. The Local Education Authority may request a visit to the school to observe the completion of the EYFS profile. They are entitled to examine and take copies of the profiles and other documents relating to

this. The LEA may ask the school to moderate their EYFS assessments and to provide information about this.

THE LEARNING ENVIRONMENT

The Nursery and Reception 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 areas across the day; this has a positive effect on the children's development. The Foundation Stage has its own outdoor playground and field area as well as access to the main school playground and large playing field. 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. We do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult –led play activities would provide the most effective learning opportunities.

TEACHING & LEARNING STYLES

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the Foundation Stage just as much as they do to the teaching and learning in Key Stage 1 or 2.
The more general features of good practice in our school that relate to the Foundation Stage are:

- the partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- the carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- the provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- the identification, through observations, of children's progress and future learning needs, which are regularly shared with parents/carers;
- the good relationships between our school and the other educational settings in which the children have been learning before joining our school;
- the clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- the regular identification of training needs for all adults working at the Foundation Stage.

TRANSITION

Starting school is exciting for young children but the new environment and new routines can make it a time of anxiety. We, therefore, plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

Both nursery and reception hold a meeting in the summer term before the children start school to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. In nursery all parents are offered a home visit prior to their child starting school and in reception all children wo did not attend the nursery are also visited. This gives children the security of meeting with their teachers in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In the summer term, reception children have the opportunity to meet with their teachers on many occasions .

At the beginning of the school year new nursery children are given staggered entry times to ensure that they have time to feel welcomed and to support them in exploring their new environment.

Starting Reception
Parents/carers are sent a welcome pack from the school which explains the induction process, includes key information and outlines opportunities for the new intake to meet.
Arrangements are made for the children's new class teacher/Principal to visit new pupils in home and/or their current nursery setting.
Parents/carers and nursery managers are asked to complete a Transition Form which provides information about the child's background, development, likes, dislikes and preferred ways of working
Parents/carers of all children starting in the next academic year will be invited to a Meet Your Teacher/induction morning in the summer term to meet their child's new teachers and other key staff and learn more about the Reception curriculum. Reception children will be given their Passport to Reception on this day. The morning provides an opportunity to:

- experience a morning in school in the classroom setting;
- begin to know simple school routines;
- become familiar with the teacher and teaching assistants;
- meet the other members of the new intake and their parents/carers;
- go through the school handbook;
- explain about uniform, PE kit and school dinners/ free school meals;
- explain about holidays and absences;
- explain the arrangements for the gradual induction to Reception;
- meet the new intake and their parents/carers;
- provide the parents/carers with 'readiness for school information', explaining how they can focus on certain skills and activities with their child over the summer holidays so they have a happy and successful first experience.

When children join the school in September the children will attend for the full school day unless Foundation staff and parents/carers agree that it is not in the best interests of an individual child. In this situation a Welfare Plan will be agreed by the parents/carers and class teacher to set out timescales for the settling in period and review dates.

During children's time in nursery and reception a range of shared activities are planned for all classes to help develop children's confidence and to ensure continuity and progression. Children in both nursery and reception make use of the whole school facilities, such as the hall, lap tops and ipads, library and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children when they start school. Throughout the reception year, when children are ready they are gradually introduced to whole school activities such as assemblies and to using the KS1 playground.

Starting in 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. Year 1 teachers and other staff will know the children's personalities and their development achievements and goals set out in our tracking document. They will also have access to the completed Foundation Profile. Children have the opportunity to meet their new class teacher and spend a morning in their new classroom during the summer term. At the end of the summer term they will be given their 'Passport to Year 1'. Parents/carers will also be given an opportunity to be introduced to the new teacher and teaching assistants. At the start of the autumn term parents and carers will be invited to a Year 1 Introduction Evening. This will be hosted by the teacher who will set out key learning objectives for the year, explain the curriculum with particular reference to topic choices and possible visits.

Children who join after September in the academic year
These children and their parents/ carers will be invited to attend the school before their start date. This will provide an opportunity to:

- meet the Principal who will explain the values and ethos of the school. Questions about routines and procedures will also be addressed. The Principal will highlight our keenness to develop an individual learning approach and to encourage parental engagement;
- meet the teacher and teaching assistants and become familiar with the classroom setting;
- meet his/her peers;
- to receive the Welcome Pack and to talk this through;
- to receive a Passport to Reception;
- to discuss any individual requirements or concerns.

Shortly after the start date the class teacher will undertake a baseline assessment of the new pupil's abilities. This will be used to inform planning and provision for that child. Progress at the end of the year will also be calculated from this point.

Children who join with SEN
In addition, children with identified learning needs may need extra support to achieve a positive transition. The class teacher, SENCO, parents and other professionals in contact with the child will be included in the transition pathway. The class teacher/ SENCO will arrange a pre-visit to the previous setting to support their understanding of the child's experiences so far. Individual Educational Plans and necessary information/reports will be requested from the previous setting and discussed with the SENCO and class teacher.

SAFEGUARDING & WELFARE

It is of paramount importance to us that all children in our school are safe. We have robust procedures in place for the recruitment of staff and for the management of visitors on our site. We have a clear Health and Safety Policy that ensures that all aspects of the building and site are used and looked after properly. Our risk assessments enable us to identify potential hazards and to reduce the risk level by implement actions and strategies.
We will educate children about 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.
We will protect the physical and psychological well-being of all children. 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.
At Sires Hill Primary Academy we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014:

- to provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- to promote good health;
- to manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- to ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- to ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- to maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Good health
All children under 5 will have access to free school milk at morning break time. This is provided via the Cool Milk scheme. All children have access to water at all times. We will ensure that all children are provided with a healthy snack each day. Parents can choose whether to provide a packed lunch or to have a free school meal. The latter is cooked off-site by a nearby independent provider who specialised in EYFS service. The lunches are fresh, nutritionally balanced and made using produce that is as locally sourced as possible.

Personal care
Personal care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents/carers to give the right support to an individual child. No personal care is to be given without the express written permission of the parent/carer of that child and all parents/carers will be asked to provide that permission when their child joins Sires Hill Primary Academy. Parents inform staff of those children likely to require such care and a discussion will take place regarding how their needs can be met as closely in school as they would be met at home. Parents provide clean clothing and are always informed when a child has needed such care. Reception staff will undertake all intimate care. Our Personal Care Policy sets out our responsibilities and procedures.

INCLUSION AND EQUAL OPPORTUNITIES

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Sires Hill Primary Academy are treated fairly 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.

SEND

Our approach and full details are set out in our Special Educational Needs and Disability (SEND) Policy.

EAL
In our school teachers employ various methods to help those children who are learning English as an additional language achieve their full potential. A non-verbal assessment will be carried out to

identify the 'real' ability of the child. Each pupil will have an EAL Learning plan which will be drawn up with input from parents/carers. We will also assess the child to see if he/she is gifted and/or talented in any area or requires SEN support. Our teachers understand the stages of language development eg continuation of home language, the silent period and the repetition period and which strategies to use to support development to the next stage.
Teachers develop spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- new children are paired up with a buddy in the classroom to model good use of language;
- practise and development in language skills is encouraged through collaborative activities that involve talk;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

Teachers ensure access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- access to meaning is provided by presenting and introducing topics with visual support for key concepts whenever possible (videos, pictures, objects);
- displays and resources in the classroom and around school celebrate difference;
- using the home or first language where appropriate and possible.

Our approach and full details are set out in our English as an Additional Language (EAL) Policy.

Gifted and Talented
We recognise our most able pupils through baseline testing, data analysis, academic monitoring and professional judgment. We encourage our most able pupils to take ownership of their own learning and development by providing challenging learning opportunities to stretch and further their learning. We develop pupils' skills in independent learning through carefully targeted classroom activities, extracurricular activities and by always ensuring that further challenges and learning opportunities are provided to accelerate the learning of the most able.
We will develop gifts and talents in our pupils through:

- effective differentiation in teaching and learning to stretch and challenge the able child;
- targeted questioning to support pupil learning;
- checking learning activities to make sure that they offer challenges that match the higher level descriptions than expected for the year group or key stage and/or the exceptional performance criteria of the national curriculum;
- use of specific resources eg those provided by The National Association For Gifted Children (NAGC);
- the involvement of teaching assistants, supply teachers and others in provision;
- liaison with local resource support services and using a wide range of support materials;
- involvement in Gifted and Talented initiatives;
- involvement in national initiatives and competitions.

Our approach and full details are set out in our Gifted and Talented Policy.

Training, Support and Skills

Continuing Professional Development is key to quality improvement. All EYFS teachers have access to and attend the training days offered locally and within Sires Hill Partnership, in addition to in-house training as a whole staff. Next to the school appraisal review each EYFS staff member has regular staff supervision with the Early Years Leader where they have the opportunity to:

- discuss any issues – particularly concerning children`s development or well-being;
- identify solutions to address issues as they arise;
- receive coaching to improve their personal effectiveness.

Monitoring and evaluation

The Principal and Early Years Leader will continuously monitor the implementation of this EYFS Policy through lesson observation, learning walks, termly resources audits and feedback from staff, parents and visitors. EYFS will be an agenda item for all staff, Senior Leadership Team and Advisory Board meetings. The Director of Education (DOE) will also ensure quality and consistency through half termly visits. The Principal will include an update in her annual report to the Multi-Academy Trust.