



Manchester  
Communication  
Primary  
Academy

---

# Manchester Communication Primary Academy

Early Years Foundation Stage Policy (EYFS)

---

## Approval History

This document has been prepared within	Manchester Communication Primary Academy (MCPA)
Date of last review	01/02/2024
Date of next review	01/02/2027
Date of Approval	08/20/2024
Status	Approved
Person Responsible for Policy	Headteacher
Owner	MCPA LGB
Signature of Approval	<i>Signed copy on file</i>

## Revision History

Revision Date	Summary of changes	Owner/Editor

**Equality Statement:** Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010. To advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. Manchester Communication Primary Academy (part of Greater Manchester Academies Trust) regularly reviews all policies and procedures, which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010.

# Contents

1. Aims
  2. Legislation
  3. Structure of the EYFS
  4. Curriculum
  5. Assessment
  6. Working with Parents
  7. Safeguarding and Welfare Procedures
  8. Monitoring arrangements
- Appendix 1. List of statutory policies and procedures for the EYFS

## 1. Aims

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
- A close working partnership between staff and 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) for 2023.

This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

We are a 52 place full time nursery with two teachers, and we are a two form entry Reception with 30 children in each class.

Teaching assistants are allocated to ensure that minimum ratios are always met, with additional allocations supporting pupils' needs.

## 4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

#### 4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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, staff reflect on the different ways that children learn and include these in their practice.

#### 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.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

In Nursery we have introduced the 'Think Equal' initiative which is designed to teach social and emotional learning to early years. We teach three 'Think Equal' circle times a week. Research shows age 3 is the optimal window to modify attitudes, clauses and behaviours.

We follow the 'Read Write Inc' phonics scheme starting in nursery with 15 minute daily speed sound sessions after the first term. Our nursery children learn to recognise sound, use accurate sound pronunciation, develop understanding of initial sounds and develop their oral blending skills. In Reception children continue to develop their knowledge of sounds, word reading, comprehension, spelling and sentence building following the RWI phonics scheme. In Reception the sessions vary from 20 minutes to 40 minutes depending where they are up to in the scheme.

In both Nursery and Reception we use 'Talk for Writing', taking this multi-sensory approach to inspire children's language development through storytelling. Children learn language through memorable, meaningful repetition. The Talk for Writing approach enables children to internalise the language of story so that they can imitate it, innovate on it and create their own effective stories independently. Talk for Writing supports staff to put rhyme and story at the heart of working with children and parents so that young learners' language development and creativity flourishes.

In Reception our children begin their journey of 'Maths No Problem'. MNP helps children in the Early Years begin to develop a deep and long-lasting understanding of the world of mathematics. It encourages learning through play and helps children begin to develop a deep understanding of the world of mastery mathematics. We have developed our own nursery maths curriculum which leads seamlessly into the MNP curriculum in Reception. Exploring basic maths using concrete materials and pictorial representations.

## 5. Assessment

At MCPA, ongoing assessment is an integral part of 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 and/or carers. Observations are uploaded on to Class Dojo so that parents/carers have regular updates and can see what their child is learning in school.

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 shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## 6. Working with parents and carers

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

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

In Nursery and Reception staff review each child's progress every half term and every term parent meetings are held and written reports with information of the child's development in the 7 prime areas are provided. Parents/carers are also invited into school each term for a 'Showcase/ stay and play' to interact with their child in their classroom setting.

Each week school hold a coffee morning and a parent breakfast. The parent breakfasts have a learning focus each week e.g. maths in the early years or developing my understanding of phonics.

## 7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

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 3 and over:
  - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, 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 in maintained schools and academies:
  - 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 by insert your approach here, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

If you have introduced/want to introduce supervised tooth brushing, insert: We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by Alex Reed every 3 years.

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

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

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