



Tulip Academy Spalding Early Years Foundation Stage Policy

1.1 Intent

Tulip Academy Spalding's Early Years Foundation Stage (EYFS) Curriculum is designed to meet the individual needs of our pupils.

It aims to provide motivating and relevant learning and development activities to maximise pupil engagement and support outstanding progress in accordance with the Department for Education's Statutory EYFS Framework, which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Our EYFS Curriculum promotes 'school readiness' and aims to provide pupils with a bespoke range of skills and knowledge that provide the foundation for a high level of future progress throughout school and life.

We seek to provide;

- **quality and consistency**, so that every child makes good progress and no child gets left behind.
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **partnership working** between practitioners and parents.
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

This policy has due regard to all relevant legislation and statutory guidance.

2.1 Implementation

The EYFS comprises of seven areas of learning and development of which three are considered prime areas and four specific areas.

Prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. The prime areas are strengthened and applied within the four specific areas of learning and development. All areas of learning are important and interconnected and the expectations for cognitive development proceeds hand-in-hand with their social and personal development.

The 'Prime' areas of learning and development are:

- Personal, Social and Emotional Development
 - Listening, attention and Understanding
 - Speaking
- Communication and Language
 - Gross motor skills
 - Fine motor skills
- Physical Development



- Self-regulation
- Managing self
- Building relationships

The 'specific' areas of learning and development are:

- Literacy
 - Comprehension
 - Word reading
 - Writing
- Mathematics
 - Number
 - Numerical patterns
- Understanding of the World
 - Past and present
 - People, culture and communities
 - The natural world
- Expressive Arts and Design.
 - Creating with materials
 - Being imaginative and expressive

All pupils in Apples Class follow Tulip Academy Spalding's Early Years Foundation Stage Curriculum (EYFS) which has been devised to comprise of the seven areas of learning and development and the educational programmes set out by the DfE and is underpinned by the Early Learning Goals (ELG's). The school's EYFS curriculum details three 'approaches' to the delivery of the EYFS curriculum that lend themselves to a child's individual needs and abilities and how that child learns best. This allows for practitioners to personalise provision and plan in direct response to a pupil's individual needs and interests, taking into account their barriers and preferred means of learning. These are interlinked with the wider school curriculum to ensure a smooth transition between phases of education.

The Schools EYFS Curriculum has been devised and implemented in accordance with the DfE statutory guidance and is also underpinned by the school's core values:

1. breadth of learning areas and experience
2. consistent opportunities to develop communication skills using preferred methods to communicate with staff and peers
3. relevance to the pupil's experience, aptitude and interest
4. differentiation through teaching styles and contexts
5. progress and continuity that is flexible, rather than prescribed, building upon pupil's individual needs and interests
6. opportunities to promote spiritual, moral, social and cultural development



Detailed long term and medium-term planning sets out a thematic approach to the delivery of the curriculum ensuring challenge as well as enjoyable experiences with consideration of children's interests, individual needs and barriers. All planning regards the three characteristics of effective teaching and learning in the EYFS; Playing and exploring, Active Learning and Creating and thinking critically.

The role of the Key person is set out the Welfare Requirements of the Early Years Foundation Stage (DfE 2021). This role has been designated to the class teacher for each child.

3.1 Impact

Tulip Academy Spalding's EYFS curriculum supports pupils in developing a firm foundation of skills, knowledge and behaviours for learning in preparation for their ongoing education and life outside of school. A main aim within our EYFS curriculum is establishing routines and boundaries during their time in Apples Class so that when pupils move on to the next phase of their education they can readily participate in wider school routines, adhere to school expectations and boundaries and engage in more formal learning opportunities and lessons dependent upon their curriculum pathway. By the time children move on from Apples class they will feel a sense of belonging, security and confidence within school and feel a sense of readiness to move onto the next phase of their education.

3.2 Assessment

Assessment plays an important part in helping parents, carers and practitioners recognise children's progress and measure the impact the curriculum has had on learning and development. In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child. The Profile provides parents and carers, Practitioners and teachers with an overview of a child's knowledge, understanding and abilities in relation to the Early Learning Goals. Additional assessment tools are used to track progress and attainment alongside the statutory EYFS assessment frameworks.

4.1 Safeguarding and Welfare Requirements

The School complies fully with the recommendations and statutory requirements outlined within section 3 of the Early Years Foundation Stage (DfE 2021) framework; The Safeguarding and welfare requirements. Which includes but is not limited to:

- Child protection
- Suitable people
- Staff qualifications, training, support and skills
- Key person
- Staff:Child ratios
- Health
- Managing behaviour
- Safety and suitability of premises, environment and equipment
- Special educational needs
- Information and records.



5.1 Transition

Transition is carefully considered prior to a child starting at the setting to ensure that their introduction to school and education is one that is safe, happy and successful. We offer home and setting visits prior to a child starting to meet the child and their family in a familiar location where the child feels confident. During the half-term before, we provide opportunities for the child and their family to visit the school and then put into place a number of pre-start transition visits. Transition is personalised for all pupils and their families and is led by the needs of the child.

6.1 Monitoring and Review

This policy is reviewed annually by the Local School Board, Headteacher and EYFS Coordinator. Any changes to this policy will be reported to all relevant stakeholders.

Approved by Governors:

Review Date: January 2025.