

# Reach Academy Feltham

## EYFS Policy

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Reach Schools was an early adopter of the EYFS Framework (2023-24).

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 secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- 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.



## Contents

<b>1. Aims</b>	<b>3</b>
<b>2. Legislation</b>	<b>3</b>
<b>3. Structure of the EYFS</b>	<b>4</b>
<b>4. Curriculum</b>	<b>4</b>
Knowledge Strand	5
Skills Strand	5
4.1 Planning	7
4.2 Teaching	8
4.3 Staffing	9
<b>5. Assessment</b>	<b>10</b>
<b>6. Working with parents</b>	<b>11</b>
<b>7. Safeguarding and welfare procedures</b>	<b>12</b>
<b>8. Monitoring arrangements</b>	<b>12</b>
<b>Appendix 1. EYFS Behaviour Policy</b>	<b>13</b>
Our Role as Adults	13
Clear and Consistent Boundaries	13
Rules in the EYFS	14
Rewards	14
Supporting Behaviour	15
Recording Violent Incidents	15
Child Development and Expectations	16
Development Matters: Birth to 5 Matters:	16

## 1. Aims

The Early Years is critically important to Reach Academy Feltham and is at the heart of our vision. We aim to deliver an exceptional experience to two, three and four year olds in our Nursery and Reception. This policy sets out our approach.

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 secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- Close partnership working between staff 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 EYFS Framework.

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

### 3. Structure of the EYFS

The Early Years at Reach is split into Nursery and Reception. In Nursery, we have both two year olds and three year olds. The two year olds are all accessing 15 hours. The three year olds are a combination with some accessing 30 hours in school and some accessing 15 hours.

In Reception, we have two classes of 30.

Nursery has access to outdoor provision, which is located in front of Nursery. Reception have access to the barked area of the farm as outdoor provision as well as the primary playground. The children have access to this at multiple points during the day.

### 4. Curriculum

Our early years setting has created a dual stranded curriculum encompassing core skills and knowledge that children in the EYFS need to thrive in their education. It is adapted each year to ensure that it is meeting the needs of the individual cohort. Both strands of the curriculum ensure the 7 areas of learning and development identified in the EYFS framework are being taught. These 7 areas are all important and inter-connected.

The prime areas are:

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

The specific areas are:

- literacy
- mathematics



- understanding the world
- expressive arts and design

The curriculum is underpinned by the 3 prime areas of development. Staff are highly skilled to ensure they are strengthening development of these skills throughout all teaching and interactions with the children.

### Knowledge Strand

<b>Nursery</b>	
HT1	All About Me (PP)
HT2	Family Celebrations (PP/PC)
HT3	Friendships (PC)
HT4	Being Healthy (TW)
HT5	Growing (TW)
HT6	Transport (PC)

<b>Reception</b>	
HT1	Me and my world (PP)
HT2	Celebrations (PP/PC)
HT3	People Who Help Us (PC)
HT4	Growing (TW)
HT5	Our planet (TW)
HT6	Our Oceans (TW)

The knowledge strand of our curriculum is based on what we believe children in the EYFS should know. This includes giving children the literacy and maths skills they need alongside building children's understanding of the world around them.

### Skills Strand

The skills strand of the curriculum identifies milestones for pupils to work towards and complete during each year of the EYFS phase. The 'Ten Big Goals' form the backbone of the wider curriculum.

Goal	2 year olds	3 year olds	Reception
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Trip	To go on a trip to Tesco	To go on a trip to the post office	To go on a trip to the farm
Climbing	To climb up and walk across a frame	To move along an obstacle course	To swing across monkey bars
Ball Skills	To play a game of skittles	To play a game of piggy in the middle	To play a game of football

Storytelling	To retell a familiar story	To act out a familiar story	To create a narrative for a play and act it out
Growing	To grow cress	To grow a sunflower	To grow tomatoes
Baking	To make toast and jam	To make bread and butter	To make tea and biscuits
All About Me	To talk about own family (using a photo)	To describe three objects that are important to self	To give a presentation about self (using a box of objects)

Craft	To make a pasta necklace	To cross stitch a bookmark	To sew a puppet
Construction	To build a den	To make a clock out of junk modelling	To make a wooden photo frame
Performance	To perform a nursery rhyme	To sing a song with an instrument (as part of a group)	To perform a song with a tuned instrument (as part of a group)

The curriculum is designed to support pupils to make rapid progress throughout Nursery and Reception to ensure that every child makes a good learning of development (GLD) at the end of Reception.

After the settling in period, Nursery children begin discriminating sounds in the environment in preparation for formal phonics. From the Spring term of Nursery, children have access to high quality phonics input through the Read Write Inc programme. Pupils in Reception will be able to progress rapidly as we have mixed age groupings so they can move into groups with Year 1 pupils if they progress quickly.

Pupils also have access to a high quality maths curriculum through the Maths Mastery programme that focuses on building number sense and fluency, as well as conceptual understanding of number.

## 4.1 Planning

Planning in the EYFS is done collaboratively and is led by the teachers in Reception and the Nursery Lead in Nursery. There is a long term plan for Reception and for Nursery and this

informs a half-termly scheme of work that covers direct instruction and provision. Long term planning is flexible and responsive to the needs and interests of the children. Staff plan activities and experiences for children that enable children to develop and learn effectively. In all planning and teaching, there is a key focus on developing speech and language by explicitly teaching vocabulary and uplevelling it in the moment.

Weekly planning includes whole class teaching, focus group instruction and provision, along with home learning suggestions. It is shared with the team and refined in the 'Shape of the Week' meeting on a Thursday.

Staff also take into account the individual needs, interests and stage 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.

Where a child's first language is not English, staff will take reasonable steps to provide opportunities to develop and use their home language in play and learning, supporting their language development at home

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

Throughout our Nursery and Reception, we ensure that the EYFS curriculum is delivered through a combination of age-appropriate carpet sessions, carefully planned provision and close work with parents. We believe that a balance between direct instruction and play is key to enable the development of the whole child. We also plan out a rich variety of experiences, based on a progression of key skills, that enable a true breadth in our curriculum. Finally, we ensure that all staff fully understand and consistently seek to improve

their skills in sustained shared thinking, understanding that high quality, positive interactions are key to stimulating effective child development.

As children grow older, and as their development allows, the balance gradually shifts towards more direct instruction to help children prepare for more formal learning in Year 1.

The day for pupils in Reception will include a taught phonics session that lasts 45 minutes and follows a consistent structure as outlined within the RWI programme. In addition, there will be a further whole class literacy slot, with a focus group activity at least once a week. All pupils will have a taught maths session daily along with a focus group once a week. There are opportunities throughout the day to deliver key content related to other areas of learning and a weekly Team Reach slot focused on PSED and PE slot focused on physical development. Alongside this, children have daily access to both indoor and outdoor provision.

### 4.3 Staffing

At Reach, we believe that the EYFS is critically important and that we should therefore be ensuring that the most highly qualified people are working with our youngest children. Our staffing is organised as per the EYFS framework with suitably qualified staff.

In Nursery this is a 1:4 ratio for children aged 2, a 1:13 ratio for children aged 3, or over with a Nursery lead holding at least a Level 6 qualification.

In Reception, each class has a qualified teacher and teaching assistants available throughout the week to assist teaching and deliver interventions.

On-going training and development is provided to all staff working in EYFS on a weekly basis, through coaching, morning practice and during 'Shape of the Week' with further individual training needs addressed through our coaching programme and staff access to high quality external CPD run by Feltham Early Years Network.

## 5. Assessment

At Reach Academy Feltham, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement and interests. These observations, which are based on skilled practitioners' knowledge of child development and their next steps are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers and work closely alongside external agencies to ensure support where needed.

All pupils are baselined at the end of the Autumn 1 half term as well as completing the Reception Baseline Assessment (RBA). The next data point is before the Spring half-term and then finally in June. This progress may be reviewed more frequently for certain pupils or areas of learning who are at risk of underachievement. Alongside this assessment, based on the EYFS Profile, there is a half-termly phonics assessment for pupils in Reception, which supports reading judgments and informs the grouping for phonics. In the final term of Reception, the EYFS Profile will be completed for each child. The Profile, which will be shared with parents/carers, provides a well rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. We have regular internal moderations across EYFS, involving senior staff. We are seeking to work with other EYFS settings in the London Borough of Hounslow to moderate judgments in Nursery and in Reception.

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.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels

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.

## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

We want the EYFS at Reach to set the tone for a partnership that will last throughout their child's time in the school. There are a number of particular features of the induction and on-going relationship between parents and carers and the school:

- Every pupil has a home visit before they start in Reception or in Nursery.
- All parents receive an information event during the Summer term as part of their induction: this includes discussions of how best to prepare children for their first day, what to expect;
- All children have the chance to attend a Stay and Play in the setting prior to their first day. During this session, all parents are invited to a 'coffee morning' where they will meet staff from the school and hub;
- All parents are invited to join a Family Links programme during their first term at Reach;
- Parents are regularly invited into school to observe their children and are given information about what pupils are covering on a weekly basis;
- Home visits are used frequently by teachers and other staff to work collaboratively to support pupils where extra help is needed.

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.

The class teacher takes the lead in ensuring that their learning and care is tailored to meet their needs. Each child also has a key person, who 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.

## 7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

In the case of EYFS pupils, siblings aged 16 and over only can collect their child at the end of the day but no siblings younger than this may take the EYFS pupil home.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the Governing Body annually.

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

## Appendix 1. EYFS Behaviour Policy

Children in the EYFS often join us at varying stages in their development and it is our role to provide them with a caring, safe and stimulating environment in which they can thrive. We take a whole child approach for each child in our care and seek to explore every opportunity to support them in reaching their potential

### Our Role as Adults

Our role as adults is to support children to develop, thrive and feel safe in the setting. We should use creative approaches to support children and prioritise helping them to self regulate. Positive behaviour is built primarily on good relationships and communication. Children have a desire to please people they have strong relationships with. As adults, we should remember that we are significant role models in modelling what we expect from the children in our setting.

### Clear and Consistent Boundaries

In order for children to be successful, it is necessary that there are clear and consistent boundaries. This will enable children to know what is and what is not acceptable. Setting boundaries makes it clear that limitations do exist and teaches children that there are consequences of inappropriate behaviour. Knowing that there are boundaries provides children with a safe and secure environment, thereby promoting good mental health.

In Nursery, demerits are not used. If a child behaves in a way deemed to be particularly unsafe or unkind, an adult will model the language of apology and prompt a restorative conversation with another child/children if appropriate. The child will then spend time with an adult being taken around the space and watching the way that other children are interacting, thus seeing a 'good model'. We see this as a key teaching moment and it is therefore important that children are consistently supported when they make a poor choice.

In Reception, the 'Time Out' system will be used at the beginning of the year until the children are developmentally ready for the introduction of demerits. If a child behaves in a way deemed to be particularly unsafe or unkind, they will receive a 'Time Out'. The time out is served for a length of time which matches the child's age and will involve an adult modelling the language for apology and prompting a restorative conversation with another child/children if appropriate. The time out is served as soon as appropriate (e.g. immediately during freeplay, or at the end of a carpet session or small group). However, a 'Time Out' may be shorter or longer depending on the specific context and the pupil's development.

### Rules in the EYFS

I REFLECT on my behaviour to improve myself.

I ENDEAVOUR to work hard at all times.

I ASPIRE to always do my best.

I SHOW COURAGE when things are challenging.

I HAVE FUN and support others to have fun both inside and outside the classroom.

### Rewards

The most effective way to stimulate desired behaviours is to reward children for successful choices.

Rewards in the EYFS should include specific praise as to why the child has been successful and use of these methods.

- Positive and warm body language
- Tone of voice
- Praise and compliments
- Encouragement

- Attention
- Privileges
- Celebration of achievements
- Value Certificates

### Supporting Behaviour

There are a number of strategies that can be used to support children to be successful in their learning.

As the practitioner you should use your judgement to decide whether there is a skill gap, or the behaviour is willful.

Where there is a skill gap, we should seek to help that child understand the rules and support them to follow them (e.g. reteaching, practising, using a sticker chart, personal visual reminder, or a home reward).

Where misbehaviour is deemed to be willful, we guide children to make better choices by narrating and modelling the desired expectation. If appropriate, we may guide the child to 'make a fix' by providing them with a list of options (e.g. writing a sorry card). In Reception, we may give a 5 minute timeout which provides opportunity for the child to calm and reflect.

### Recording Violent Incidents

All incidents of hurting should be logged centrally, even if these are deemed to be developmentally appropriate.

Where time outs and other strategies are not supporting a child to be successful in a setting, the child should be referred to the SEN team. In addition, a parent meeting should be held and a home visit carried out. This is because it is essential to gain a rounded picture of the child's experiences, routines and development in order to support them effectively. Where possible, we would also invite the parents into the setting as frequently as possible.

## Child Development and Expectations

Children develop in different ways and at different rates, and it is important that our expectations reflect this. We use two documents to inform our understanding of child development and assess children at different stages within the EYFS. These are:

### Development Matters:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2.pdf)

### Birth to 5 Matters:

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>