



*The Diocese of Ely*

**ACT** Multi  
Academy  
Trust  
**Agapé, Courage**  
**Thankfulness**

# Trust Policy Statement on Early Years Foundation Stage (EYFS)

Each Primary School/Academy within the ACT Multi Academy Trust has its own individual EYFS Policy.

At Trust Level, however, we share this Written Statement of EYFS Principles, these key principles underpin all of our policies.

The ACT Trust is committed across its Primary Schools to support and nurture the holistic development of each Early Years pupil by:

- Recognising that all children are individuals and will have the best opportunities in our care.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued.
- Developing communication and language skills as appropriate to each pupil, in order for them to learn to express their needs, wants and feelings.
- Offering children high quality interactions with staff on a daily basis to develop new vocabulary and language skills.
- Developing pupils' personal, social and emotional skills and positive behaviour expectations.
- Providing high quality education, using play-based learning experiences which spark the interests and curiosities of pupils, in order to foster motivation to explore and learn.
- Develop and encourage independence and choice making skills, as appropriate to each pupil, for their future learning.
- Providing an engaging and challenging curriculum, which takes account of and responds to, the pupils' developmental needs, and allows them to make progress related to their differing abilities, from their starting points.
- Ensuring pupils have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- Providing a broad, balanced, relevant and creative curriculum which works towards the 'Early Learning Goals'.
- Providing equal learning and development opportunities for all pupils.
- Creating partnerships with parents to support and enhance the development of pupils.
- Schools use the statutory Revised Early Years Framework documents to support their planning and ensure the eight areas of learning are covered. This is supported by the non-statutory curriculum guidance Development Matters and / or Birth to Five Matters documents.

## EYFS Curriculum

ACT Trust Schools/Academies EYFS curriculum has been developed in line with the Statutory Framework of EYFS and the seven features of Effective Practice within Early Years settings.

- See below for the Seven Features of Effective Practice.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in the following areas of learning:

### Prime areas:

- Personal, Social and Emotional Development. (PSED)
- Communication and Language. (CL)
- Physical development (PD)

### Specific areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

## The Characteristics of Effective Teaching and Learning

EYFS provision also includes the characteristics of effective teaching and learning. Nursery and reception teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

### The three characteristics are:

Playing and Exploring – children investigate and experience things, and 'have a go'

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – children have and develop their own ideas; make links between ideas and develop strategies for doing things. It is a statutory responsibility for all schools to have their own EYFS policy. These will include the key features of EYFS provision such as:

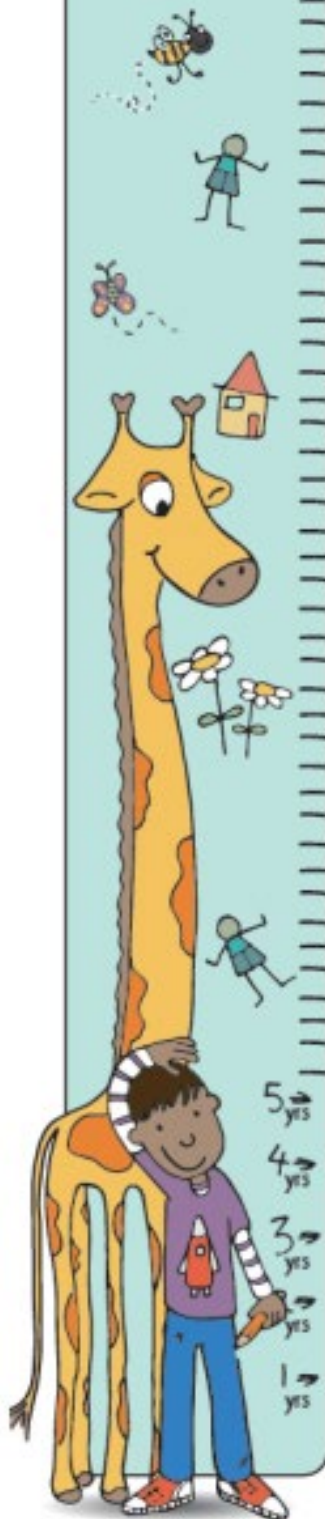
- Admissions
- The school's approaches to Early Learning
- Assessment routines
- Inside/Outside Provision
- Home/School Links
- Transition in to and out of EYFS
- Intimate Care
- Equal Opportunities
- Safeguarding

For more information about the The Revised Early Years Foundation Stage Framework, can be found

[EYFS Framework](#)

Next Review Date	December 2025	Version	1	Approval Date	01/12/23
Review Cycle	3 years	Owner	CEO	Approval Body	Trust Board

## Seven Features of Effective Practice



### 1 The best for every child

- All children deserve to have an equal chance of success.



- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.

- When they start school, children from disadvantaged backgrounds are, on average, 4 months behind their peers. We need to do more to narrow that gap.



- Children who have lived through difficult experiences can begin to grow stronger when they experience high quality early education and care.

- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

### 2 High-quality care

- The child's experience must always be central to the thinking of every practitioner.

- Babies, toddlers and young children thrive when they are loved and well cared for.



- High-quality care is consistent. Every practitioner needs to enjoy spending time with young children.

- Effective practitioners are responsive to children and babies. They notice when a baby looks towards them and gurgles and respond with pleasure.

- Practitioners understand that toddlers are learning to be independent, so they will sometimes get frustrated.

- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.



### 3 The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.



- Planning to help every child to develop their language is vital.

- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.

- Young children's learning is often driven by their interests. Plans need to be flexible.

- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.



- Depth in early learning is much more important than covering lots of things in a superficial way.



## 4

### Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.

- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.



- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. Sometimes, they join in to sensitively support and extend children's learning.

- Children in the early years also learn through group work, when practitioners guide their learning.

- Older children need more of this guided learning.

- A well-planned learning environment, indoors and outside, is an important aspect of pedagogy.



## 5

### Assessment: checking what children have learnt

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.



- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.



- Accurate assessment can highlight whether a child has a special educational need and needs extra help.

- Before assessing children, it's a good idea to think about whether the assessments will be useful.

- Assessment should not take practitioners away from the children for long periods of time.

## 6

### Self-regulation and executive function

- Executive function includes the child's ability to:

- hold information in mind
- focus their attention
- think flexibly
- inhibit impulsive behaviour.



- These abilities contribute to the child's growing ability to self-regulate:

- concentrate their thinking
- plan what to do next
- monitor what they are doing and adapt
- regulate strong feelings
- be patient for what they want
- bounce back when things get difficult.

- Language development is central to self-regulation: children use language to guide their actions and plans.

- Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.



## 7

### Partnership with parents

- It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

- This includes listening regularly to parents and giving parents clear information about their children's progress.



- The help that parents give their children at home has a very significant impact on their learning.

- Some children get much less support for their learning at home than others. By knowing and understanding all the children and their families, settings can offer extra help to those who need it most.



- It is important to encourage all parents to chat, play and read with their children.