



**Inspiring Futures
Through Learning**

Early Years Foundation Stage
September 2022 to September 2023

Our IFtL Family

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.



Policy name:	Early Years Foundation Stage
Version:	V3
Date relevant from:	September 2022
Date to be reviewed:	September 2023 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	IFtL EYFS Specialist Advisor
Statutory (Y/N):	Y
Published on website*:	2B

Policy level**:	2
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees Trade unions School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	

Key:

*** Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**** Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
 - These are defined independently by schools / departments as appropriate
 - o *Approved by school / department governance bodies.*

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IFtL Early Years Foundation Stage Core Values

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We believe every child deserves the best possible start in life and we value the Early Years Foundation Stage as a fundamental time, where children's experiences have a major impact on their future life chances.

Aspirations

We strive to promote and create caring, inclusive learning environments where children feel safe, stimulated and challenged to become competent learners; learners who are resilient, capable, confident and self-assured. We commit to ensure that all children are provided with an inspirational curriculum that allows for them to reach Early Learning Goals and achieve a Good Level of Development.

Core Values

We believe:

- that a strong early education is the foundation for later success
- that reception is a unique and important year.
- children learn to be strong, confident and independent from being in secure relationships.
- the learning environment plays a key role in supporting and extending children's development.
- play based learning is paramount, and we believe that our children should have opportunities and support to direct their own learning across the areas of Early Learning Goals and development.
- in the importance of providing an excellent quality of early years education and ensuring that academic rigour is embedded throughout the Early Years curriculum.
- the 'characteristics of effective teaching and learning' underpin learning and development across all areas and support children to become effective and motivated learners.
- a focus on the prime areas are key as we continue to plan and implement a recovery curriculum for children who have missed out on social, play based experiences, during the global pandemic.
- in the importance of carefully planned transition from Early Years into Key Stage One and the value of continuous and enhanced provision learning in this process.

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Success indicators

All schools within the trust will implement the following indicators:

- We adhere to the statutory framework for the Early Years' Foundation Stage (Published: 31 March 2021, Effective: 1 September 2021).
- We complete statutory assessments as set out in the Assessments and Reporting Arrangements (ARA) produced by the Standards and Testing Agency.
- Children requiring additional intervention and support are identified early and have personal targets put in place to ensure their needs are met and maximum progress is made towards their Early Learning Goals and achieving a Good Level of Development.
- Children feel safe and happy and are provided with a broad, balanced, relevant and creative curriculum that sets in place firm foundations for further learning and development in Key stage 1 and beyond.
- Transition into Year 1 and the provision they are then offered as they move into Key Stage One is carefully planned based on children's developmental needs, with the consideration of the Early Learning Goals in mind.
- We value what each child can do, assessing their individual needs and planning bespoke and purposeful learning opportunities.

Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five. Published March 2021 (Effective September 2021)

All our schools abide by the standards set out in the statutory framework for the Early Years Foundation Stage and they understand that Ofsted have regard to the Early Years Foundation Stage (EYFS) in carrying out inspections and report on the quality and standards of provision. All schools understand that the statutory framework remains in force until further notice.

Assessment and Reporting Arrangements (ARA)

All our schools use the guidance produced each year by the Standards and Testing Agency (STA) and abide by the statutory requirements for the Early Years Foundation Stage (EYFS) profile assessment and reporting.

Safeguarding Statement

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any

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concerns at a Trust level will be referred to IFtL safeguarding Leads, Kim Kemp, Sue Martin or Sarah Bennett; within TMA ITTP, Michelle Gardner, and to the relevant designated safeguarding officers within each school for concerns pertinent to children within the school. IFtL fully adheres to all Safeguarding and child protection legislation and MK together partnership and Northamptonshire Safeguarding Children Partnership requirements, including the Milton Keynes and Northamptonshire Whistleblowing Policy and procedures.

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