



## Staniland Academy

### Early Years Foundation Stage (EYFS) Policy

#### Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

#### Aims

The Early Years Foundation Stage seeks to provide:

- **quality and consistency** in all early years settings, 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
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

#### Principles

**The principles which guide the work of all early years practitioners are grouped into four themes:**

**A unique child** - every child is a competent Learner from birth who can be resilient, capable confident and self-assured.

**Positive relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and or a key person.

**Enabling environments** - the environment plays a key role in supporting and extending children's development and learning

**Learning and development** - children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

To be effective our Early Year's curriculum is carefully structured:

- planned and purposeful activities that provide opportunities for learning indoors and outdoors
- learning experiences that match the children's individual needs and interests.
- building on what children can already do

### **Induction and entry arrangements**

The admissions criteria is published in the County Council's 'Lincolnshire's School Admissions Guide.'

### **Summer term prior to starting school**

An induction evening is held for all children in the Early Years near the end of the summer term. All Early Years Foundation Stage staff, the Head of Academy, Educational Welfare Office, translators (where possible), health professionals and a representative from the governing body attend to answer any questions you may have.

There are also various other opportunities for your child to come and visit us in school including a Teddy Bear's picnic and a transition session (Reception and Nursery children). All information regarding these visits will be provided at the meeting mentioned above.

The class teacher will also visit your child in their current surroundings, be that at home or at pre-school and you will be notified when this visit is due to occur.

### **The first week at school**

During your child's first week at school, they will only be attending either for the morning session or the afternoon session: if they stay for a morning session, they will go home at 11:50 a.m. before lunch time; if they stay for an afternoon session, they start school at 12:50 p.m. after lunch time. On the third day of their first week, all children will attend a morning session and stop for their lunch before going home at 1.00pm. On the fourth day, children will be in school full-time. If you require your child to attend school full-time from the start of term, please discuss this with school before they start.

### **Session times**

#### **Reception**

Gates open 8:30 a.m.

School doors open 8:40 a.m.

Register closes 8:50 a.m.

Lunch time - 11:50 a.m. – 12:50 p.m.

End of the day - gates open 3:10 p.m.

End of the day - school ends 3:20 p.m.

#### **Nursery**

Gates open 8:30 a.m.

School doors open 8:40 a.m.

Register closes 8:50 a.m.

End of the morning – 11:45 a.m.

Children are given free fruit as a snack and have access to fresh drinking water at all times. School takes part in a scheme which allows under 5's to receive 1/3 pint of semi-skimmed milk each day. All children receive a school meal as part of Government Initiative. See information in the welcome pack to sign up to ParentPay and to order meals online two weeks in advance.

## **Organisation**

The children are organised into three Reception classes with a PAN of 90 (a maximum of 30 children per class). Nursery has one class with a PAN of 26 children. Each class will have a designated teacher and teaching assistant. Throughout the day, children have opportunities to work as part of a whole class, in small groups and individually. This takes the form of adult-led, adult-directed and child-initiated activities.

## **The Curriculum**

The EYFS forms the first stage of our whole school curriculum. In the EYFS the curriculum is split into 7 areas of learning and development that are inter-connected and are of equal importance. They also provide links with Key Stage 1 and the English and Maths National Curriculum.

### **Personal, Social and Emotional Development**

This area helps the child to develop a positive sense of themselves and of others so that they continue to be interested, motivated and excited to learn and gain confidence in their own abilities. They develop their respect for others' ideas, feelings and culture. They build strong relationships with others by improving their social skills and develop the ability to recognise their own personal hygiene needs.

### **Physical Development**

Under this heading, children begin to use their bodies confidently and safely showing an awareness of their personal ability. Activities will be provided to enhance both gross and fine motor skills. They begin to learn the importance of keeping healthy and the factors that contribute to maintaining their health. They will begin to show an awareness of space and recognise things that are not safe.

### **Communication and Language Development**

These areas are about how children become communicators. They develop their ability to listen and respond to others and extend their vocabulary when speaking. They also develop their listening skills through story, discussions and play and communicate with relevant comments, questions and actions.

### **Literacy Development (Reading and Writing)**

Children are encouraged to make marks, interpret symbols, read and write letters and to be able to say which word those letters make. Children are also encouraged to share books and make up their own stories using puppets and props. Children begin to read and understand simple sentences. They develop phonic knowledge to decode words and learn to read common irregular words. They learn to read a range of materials and use their phonic knowledge to write words that match their spoken sounds. They also write some irregular common words, with the aim to write sentences which can be read by themselves and others.

### **Mathematical Development**

Children will use numbers and counting in play, and eventually recognise and use them reliably, to develop mathematical ideas and to solve problems. They will also develop their knowledge of shape, space and measures. Children will also use their new knowledge and skills to solve problems, generate new questions and make connections across other areas of learning and development.

### **Understanding of the World**

This is the area where children learn to explore and find out about the world around them; they will use all of their senses to enhance their understanding. They will use everyday technology and begin to understand how it works and how it can help them. They will be able to talk about their own past and show awareness of cultures and the beliefs of others.

### **Expressive Arts and Design**

Children respond in a variety of ways to what they see, hear, smell, touch or feel; as a result of these encounters, they express and communicate their own ideas, thoughts and feelings. They will have the opportunity to explore experiences through music, art, crafts and role play.

### **How the Curriculum is planned and delivered**

Our curriculum is planned through a series of themes and topics, each of which offers experiences in all seven areas of the curriculum. We work hard to make the activities relevant to the children's ideas and interests to encourage them to experience all areas of learning throughout the week. Staff scaffold play where appropriate, to ensure the maximum learning is gained for child-initiated activities.

### **Outdoor Environment**

We know that outdoor play is a very important part of a child's development. Children are given opportunities to access the outdoor environment every day. Equipment and resources are accessible for children to use independently. The enclosed outdoor area is securely fenced and provides a safe play environment, presenting them with different challenges and experiences. The outdoor area provides activities designed around each of the learning areas and a full risk assessment has been carried out to ensure children are kept safe.

### **Assessment and Record Keeping**

During the first three weeks of the school year, observations are carried out by the staff to obtain base line evidence. Each child in Reception also undertakes a baseline test in line with national requirements. These scores, alongside teacher's observation notes, support staff in their overall judgement to plan for future learning.

In EYFS, we use an online assessment tool, Tapestry, in order to record, track and evidence children's learning against the EYFS ages and stages and Early Learning Goals. Parents can also contribute to these via an app that can be downloaded onto smart phones and tablets or accessed via a computer.

Throughout the year, parents are invited to attend parent consultation evenings where they can discuss their child's progress; they will also receive a report, summarising achievements in the summer term.

## **Monitoring and Evaluation**

- classroom observations as part of the Academy's monitoring cycle
- curriculum topics evaluated in terms of their impact and engagement
- annual moderation
- annual evaluation of Academy's long-term planning
- medium term planning updated regularly to take into account the children's interests
- weekly and daily planning evaluated alongside formative judgements

## **Budget**

The Foundation Stage budget is held by the EYFS Lead. Decisions on spending are made by the whole staff and ultimately by the Head of Academy and Finance Manager.

Voluntary charges are made for educational visits throughout the year.

## **Staff Development**

Whole staff and Foundation Stage meetings are held weekly with a focus on assessment and planning.

The training needs of staff are identified through the performance management cycle.

## **Parents as Partners**

All parents are encouraged to visit the setting before admission.

Welcome packs are provided as part of the pre-admission process; we also collect information regarding emergency contact numbers and medical conditions for each child, which is regularly updated.

In addition, parents are:

- invited to attend informal meetings
- asked to share books with their children
- prompted to write in the home/school diary
- given the opportunity to join educational visits
- kept informed through the Academy's social media sites (Weduc, Facebook, Twitter and the school's website)
- encouraged to meet the teacher
- invited to attend parent consultations
- offered support for bi-lingual families
- provided with guidance for children with special educational needs
- given advice on how to potty train their child if required
- advised on school uniform and where to purchase
- invited to workshops and open days

## **Links with the community and other agencies**

### **The local community**

We try to make learning relevant to the children by making use of the local community by visiting:

- Local parks and shops
- Local businesses
- Churches and other religious buildings
- Residential homes

In addition, people from the community are also invited to come in to talk to the children (police, school nurse, firemen, vets, vicar etc.)

### **Professional and Local services**

We have strong links with the following:

- Speech and Language service
- EAL support
- Health professionals
- Specialist teachers

### **Policy review**

Reviewed March 2020. To be reviewed annually.