

EDWARD WORLLEDGE ORMISTON ACADEMY



EARLY YEAR FOUNDATION STAGE (EYFS) POLICY

Date approved by Governors.....March 2022.....

Signed

Date for ReviewMarch 2023.....

Edward Worlledge Ormiston Academy Early Years' Policy

"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." Statutory framework for the early years' foundation stage, Department for Education 2021



Teach



Develop



Change



Support

Our aims as part of the Ormiston Academies Trust:

When we think about what kind of difference we want to make, this is defined by our three core purposes. Everything we do should be ultimately focused on doing these three things well:

Teach: We will teach all our pupils the knowledge and skills they are entitled to, and how to apply this in how they think and work.

Develop: We will develop all our pupils socially and emotionally so that they can make good choices about education and life.

Change: We will aim to understand what is needed for any pupil to excel, so we can create schools where no one is disadvantaged.

Our Intent and Aims

Within Early Years at Edward Worlledge Ormiston Academy we aim to:

- give each child a happy, positive and enjoyable start to their school life within a safe and secure environment
- establish solid foundations and foster a deep love of learning
- enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever- changing world
- offer a structure for learning that has a range of starting points and unlimited opportunity for development
- offer a broad and rich curriculum
- encourage children to develop independence within a nurturing and supportive atmosphere
- support children to build relationships through the development of social skills such as cooperation and sharing
- help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals

Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS) Implementation Structure of the EYFS The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years. In our school we have two full-time Reception classes.

Edward Worlledge Ormiston Academy can have two classes with up to a total of 54 children. Each Reception class (known as Rise and Shine) has a teacher and two teaching assistants. To ensure best

practice and continuity, our foundation stage classes work closely together and share planning and an outdoor learning environment.

The Curriculum

Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. This framework defines what we teach and we use the Development Matters guidance to support our bespoke and ambitious curriculum.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected. Three of the areas are referred to as the Prime areas. These are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving (Early Years Framework 2021)

The prime areas are:

Communication and language	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development	Self-regulation Managing Self Building Relationships
Physical Development	Fine Motor Gross Motor

The Prime areas are strengthened and applied through the further four areas which are referred to as the Specific areas:

Literacy	Comprehension Word Reading Writing
Mathematics	Numbers Numerical patterns
Understanding the World	Past and present People, culture and communities
Expressive Arts and Design	Creating with materials Being imaginative and expressive



We enrich the Early Years framework with our 'aspirational curriculum' to enhance the experience and opportunities available to the children. This includes special events and celebrations, memorable experiences, themes selected to promote the curriculum. Our teaching of synthetic phonics is based on the Letters and Sounds Little Wandle scheme and our teaching of mathematics is guided by the Ark Curriculum, My Mastery programme.

'It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning.' Ofsted Early Years Inspection Handbook, May 2019

Play



Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. Therefore, we follow the Early Excellence pedagogy and we have



environments that provide continuous provision. Continuous provision is set up in the classroom and outdoors with designated learning areas. Each learning area has cross-curricular resources, which children can access independently throughout the day.

Continuous provision provides children with stimulating, active play to encourage creative and critical thinking alongside other children, as well as on their own.

Children are able to practice skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interest, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child-initiated play through observing, modelling and questioning. They teach and extend play whilst developing skills and language. We understand that outdoor play is of equal importance as indoor play and that the outdoor classroom offers children 'bigger', 'louder' and 'messier' experiences. We therefore aim to offer maximum opportunities for children to access to our outdoor learning areas throughout the school day.

Characteristic of Effective Learning

The EYFS framework also includes the 'Characteristics of Effective Learning' which help practitioners identify 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 trying if they encounter difficulties, they enjoy achievements
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

Teaching

We ensure there is a balance of child- initiated learning through continuous provision, and adult led activities, across the school day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential. The adults respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases, the adult will ask a child to complete a task with them; at other times they will participate in the child's play, extending it where possible. We see our Early Years staff as "co-adventurers".

There are set routines that we follow each day. There are designated times when the children come together to be taught and we focus on math's, literacy, phonics, stories and topic work. These times provide the



opportunity for children to develop their ability to work as a group to listen, to take turns, to answer and concentrate.

Reading

Whole class reading and story time are important parts of the day. We want our children to develop of life- long love of reading. Children are exposed to a wide range of both fiction and non-fiction texts to provide them with opportunities to hear and use new vocabulary. We make sure there is always time for a whole class story during the day, as well as opportunities to enjoy books within the continuous provision.



In Reception, the children are taught reading through the Letters and Sounds, Little Wandle model. Children are taught reading strategies as part of a group. These sessions take place Mon-Wed and have a different focus each day. These include decoding, fluency and comprehension. The children also take home a 'sharing' book. This is where children are given the opportunity to select a book for enjoyment either from their classroom or the school library. We encourage this to be used at home as a bedtime story.

Planning

The Early Years Foundation Stage Curriculum provides the basis for planning in our Reception classes. The planning objectives within the Foundation Stage are supported by the Development Matters Statements from the Early Years Foundation Stage document. Our planning is based upon themes with discrete lessons in phonics, reading, writing and maths. Practitioners select themes according to children's interests, experiences and prior learning. Progress and curriculum coverage are monitored half-termly. Staff reflect on the different ways that children learn and include these in their practice. They also respond to children's social and emotional needs as well as their academic achievement.

Assessment

At Edward Worlledge Ormiston Academy, ongoing assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations and assessments are then recorded and used to inform future planning. At the end of the EYFS (end of Reception), practitioners complete the EYFS profile (Statutory requirement) for each child. Pupils are assessed against the 16 early learning goals, indicating whether they are;

- 'Expected' - meeting expected levels of development
- 'Emerging' - not yet reaching the expected levels of development

Children's development levels are assessed as the year progresses. If a child's progress in any of the prime areas gives cause for concern, practitioners will discuss this with the child's parents/carers and agree how to support the child.

Parent Partnership

We believe that education is a shared responsibility between school and home. We therefore work very closely to ensure that parents/carers are involved in their child's education and provide them with a half termly newsletter and termly targets, detailing what we are learning and how they can support their child at home. We ensure that parents and carers are kept up to date with their child's progress and development, through termly parents' evenings. We offer workshops to provide parents with an insight into how we teach specific areas of the Early Years Curriculum, detailing ways in which they can support

their child's learning at home. These sessions also give parents and carers the opportunity to work with their child in the school environment. We send home weekly homework activities which reinforce and allow practise of basic skills taught that week and link to topics covered.

Giving children the best start

At Edward Worlledge Ormiston Academy, we do our utmost to identify children that are likely to need additional help during their school journey. Good transition with our feeder nurseries is an important part of this work. We meet with children's key workers during the Summer Term to share information and plan ahead. Targeted support and interventions are set up quickly so that we have evidence to support any necessary referrals (eg Speech and Language/Education Psychology etc).

Safeguarding

It is important to us that all children in the school are safe. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We educate children on the importance of boundaries, rules and limits and we encourage them to become responsible for their own behaviour by supporting them to make the right choices. We teach the children how to recognise and manage risks in a supervised learning environment (please refer to the school Wellbeing and Behaviour policy for further information) and aim to protect the physical and mental well-being of all children.

Please refer to the Academy's policies: Safeguarding and Wellbeing, Behaviour and SEND for further information.

Impact

We recognise that every child is unique and that they develop and learn in different ways and at varying rates. We want all of our children to develop a positive attitude to learning and therefore we strive for our children to become curious, resilient and self-assured in order to prepare them for the next stage of education, laying secure foundations for future learning and development.

Appendices:

Link to the 'Statutory Framework for Early Years Foundation Stage:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Link to Early Years Foundation Stage Profile:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

Link to Development Matters:

<https://www.gov.uk/government/publications/development-matters--2>