



# Ormiston Cliff Park Infant Academy

## Early Years Foundation Stage Policy

Approved by and date:

Next review date: **Spring 2020**

Last updated: May 2019

## **1. Aims and objectives**

- To create a secure, calm, caring and stimulating environment that is both stimulating and challenging promoting a love for learning.
- To enable the children to develop the skills that they have already acquired; to learn new skills and to provide a sound basis for early years statutory education.
- To develop children's physical skills by valuing structured outdoor play and using the environment.
- To encourage close links between the Early Years staff and parents/carers.
- To be flexible and be aware that young children are very spontaneous. Providing opportunities to make choices, work independently and alongside others.
- To provide a balanced curriculum which begins as 20% structured and 80% free choice, and where possible responds to the children's interests.
- To enable children to communicate effectively with adults and peers by providing opportunities to talk, listen, review and reflect.

## **2. The Curriculum**

- ❖ The Reception Curriculum is based on the DfE Early Years Foundation Stage 2012.
- ❖ Learning objectives are planned to ensure continuity and progression from Nursery to Reception, and are differentiated to suit a range of ages and abilities.

### **• The Early Years Foundation Stage (EYFS)**

We follow the Practice Guidance for the EYFS, which sets the standards for Learning, Development and Care for children from birth to five years of age.

The EYFS lays a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of on-going observational assessment.

The EYFS is made up of Prime and Specific areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important.

They are as follows:

- Personal, social and emotional development

- Communication and language
- Literacy
- Mathematics
- Understanding the world
- Physical development
- Expressive Arts and Design

All experiences should reflect our multi-cultural society and provide equality of opportunity.

- **Personal, Social and Emotional Development (PSED)**

Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; social skills; and a positive disposition to learn. We aim to support children's emotional wellbeing to help them to know themselves and what they can do.

PSED is made up of the following aspects:

- Making Relationships
- Self-confidence and Self-Esteem
- Managing feelings and Behaviour

- **Communication, Language (CL)**

Children are learning and competence in speaking and listening. They are provided with the opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence to do so.

CL is made up of the following aspects:

- Listening for attention
- Understanding
- Speaking

- **Physical Development (PD)**

The physical development of children is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. They are supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They are supported in developing and understanding of the importance of physical activity and making healthy choices in relation to food.

PD is made up of the following aspects:

- Movement and handling
- Health Self-care

- **Literacy (L)**

Children are supported with activities to help them begin to read and write that are fun and purposeful. All reception classes work together to plan phonics based on the using Letters and Sounds programme. We use a range of other resources to support learning where appropriate such as Read, Write, Inc. and Jolly Phonics.

Literacy is made up of the following aspects:

- Reading
- Writing

- **Mathematics**

Children are supported in developing their understanding of Mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They are provided with opportunities to practise these skills and to gain confidence and competence in their use.

Mathematics is made up of the following aspects:

- Numbers
- Shape, Space and Measures

- **Understanding the World (UTW)**

Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through opportunities to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

UTW is made up of the following aspects:

- People and Communities
- The World
- Technology

- **Expressive Arts and Design (EAD)**

Children's creativity is extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities and design and technology.

EAD is made up of the following aspects:

- Exploring and Using Media and Materials
- Being Imagination

The early learning goals establish expectations for most children to reach by the end of the Early Years Foundation Stage, but are not a curriculum in themselves. Some children will have exceeded the goals while other children will be still working towards some or all of the goals.

### **3. Active Learning through Play**

At Ormiston Cliff Park Infant Academy we recognise that young children learn best through when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting at Ormiston Cliff Park Infant Academy, practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

#### **4. Special Educational Needs**

- All children will have equal access to the resources and the curriculum.
- When considering a child with Special Educational Needs we discuss the matter with the Head Teacher, the Special Needs Co-ordinator and arrange a consultation with the parents

If we need further advice we contact the Advisory Teacher for Pre-School children with Special Educational Needs.

- Children with additional needs will be assessed and supported within Reception initially. If necessary, other outside agencies and/or (Early Years Advice Line) will be contacted to seek further advice and support.

#### **5. Assessment and Record Keeping**

On-going assessment is an essential aspect of the effective running of the EYFS setting at Ormiston Cliff Park Infant Academy. A record of each child's progress in all areas of their learning is kept online via Tapestry. We also record and file the children's assessments in Learning Journals folders.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play.

Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. online on Tapestry, post-it notes and whole class tracking sheets). All practitioners are involved in observing children.

Staff use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests and learning styles. Observations are evaluated, children's next steps are identified and relevant learning opportunities are planned to support children to make progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work and talking to children about their task/structured play.

Learning Journeys via online Tapestry and folder copies record the children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

There is continuous monitoring and assessment of each child's development against Development Matters statements. This is updated half termly to track individual progress. At the end of the year it provides a summary of every child's development and learning achievements. Baseline assessment is carried out using the Development Matters statements during the children's first six weeks upon entering the setting. Judgments made on children's development in the Profile are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

Key practice includes:

- ✓ Children's online learning journeys are updated on a daily basis, linking to the children's next steps.
- ✓ Pupil Progress meetings are held regularly to monitor progress and target children support.
- ✓ Meetings for parents are held twice during the year to discuss progress and for parents to be involved in their child's learning by being invited in to share their children's folder learning journeys each half term.
- ✓ Information is gathered toward the Early Years Foundation Stage development matters which is updated regularly on pupil asset to track progress.
- ✓ The children are assessed against the early learning goals for each area of learning.
- ✓ The effectiveness of intervention groups is carefully monitored to ensure children make progress and gaps in their attainment are narrowing or closed.

- ✓ Monitoring of the curriculum will take place on a regular basis by the Early Years Teachers, the Early Years Co-ordinator and Subject Co-ordinators.
- ✓ At the end of each child's Reception Year, their progress and attainment will be assessed using the guidance in the Early Years Foundation curriculum and measured using development matters (emerging, expected and exceeding) and their attainment will be compared with National figures.

## **6. Entry into Reception**

1. Children who have reached their fourth birthday by the end of August will be offered a place in the Reception class in September. This may be on a full-time or part-time basis (until the child reaches statutory school age).
2. An evening induction takes place for parents to discuss how reception is structured and to explain rules, reading, daily routines etc.
3. The children will be invited to attend play sessions/story café before starting reception which will take place in the hall/classrooms.
4. On entering the school, Reception children attend part time for 2 weeks, enabling the teacher to secure the well-being of each child in their new setting.