

Ormiston Cliff Park Infant Academy

Early Years Foundation Stage Policy

Adopted : March 2021

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Early Years Foundation Stage Policy

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
- A secure, calm, caring and stimulating environment that is both stimulating and challenging promoting a love for learning.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- The development of children's physical skills by valuing structured outdoor play and using the environment.
- To enable children to communicate effectively with adults and peers by providing opportunities to talk, listen, review and reflect.
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

This policy is based on requirements 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.

Structure of the EYFS

Reception

Reception is the final phase within the Early Years. There is one main intake in September for pupils that will become five years of age during the academic year. Pupils attend on a full-time basis and each class is taught by a Teacher and is supported by a Teaching Assistant or an Early Years Practitioner. The Reception phase has places for 80 pupils. Admissions into the Reception phase are dealt with by the Local Education Authority. Parents of summer born pupils (children that turn 5 years during the summer term of the academic year) may wish to defer a placement into the Reception phase. The Local Education Authority also processes any such requests.

Curriculum

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.

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.

Planning

Teaching staff plan activities and experiences for children that enable children to develop and learn effectively. They take into account the individual needs, interests, stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff meet on a weekly basis to ensure continuous and enhanced provisions provide stimulating and challenging opportunities to enable children to move learning forwards. All planning and provision is overseen by the Early Years Leader.

Teaching

Each area of learning and development is implemented through planned, purposeful play and through a mixture of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and quality talk.

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.

In Reception, children have one daily phonics, one literacy and maths session and a topic based carpet session of direct teaching. Following each session children are given time to practise the skills and encouraged to use when playing independently. As children grow older and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning in Year 1.

Assessment

At Ormiston Cliff Park Infant Academy, ongoing assessment is an integral part of the learning and development processes. EYFS Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents/carers

On entry to Reception, baseline assessments are made for each pupil using information from observations compared to age related expectations. Baseline assessment information is completed by the end of the first half of the term.

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.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the criteria of the 17 Early Learning Goals (ELG), indicating whether they are: Meeting expected levels of development of ELG (Expected); Not yet reaching expected levels of ELG (Emerging) or Exceeding expected levels (Exceeding).

A Unique Child

At Ormiston Cliff Park Infant Academy, we recognise that children develop in individual ways, at varying rates. We aim to develop a positive attitude to learning, using praise and encouragement. We celebrate success through stickers, visits to the 'Golden Book' and by giving the children a sense of ownership over their environment by giving them lots of opportunities to proudly display their work. We recognise that children's attitudes to learning are influenced greatly by positive feedback from others.

Inclusion

All children at Ormiston Cliff Park Infant Academy are treated fairly regardless of race, religion or abilities. All children and their families are valued within our academy. We give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of our children. Through careful monitoring and assessments, we plan the needs of boys and girls, children with special educational needs, children who are gifted and talented, children with disabilities and children from all social and cultural backgrounds. We meet the needs of our children through:

- Planning the children's 'next steps' which aim to build upon and extend their knowledge, experience and interests, and develop their self – esteem and confidence.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Carefully monitoring children's progress and taking action to provide support as necessary.

Safeguarding and welfare procedures

It is important to us that all children in Ormiston Cliff Park Infant Academy are 'safe'. We provide a stimulating environment where children are allowed to take risks but are taught to recognise and avoid hazards. We aim to educate the children on boundaries, rules and limits.

We take necessary steps to safeguard and promote the welfare of children. We are committed to practice that:

- Promotes the welfare of children
- Promotes good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manages behaviour effectively
- Ensures all adults who look after the children or who have unsupervised access to them have been DBS checked.
- Ensures that furniture and equipment is safe and suitable for purpose.
- Maintains records, policies and procedures required for safe, efficient management of the setting and meet the needs of the children. We endeavour to meet all these requirements.

Working with Parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Meeting with parents before their child starts school
Children have the opportunity to visit their new classroom and meet their new teacher prior to starting school, including 'stay and play' sessions.
- Parents are aware that each child in Reception is assigned a Key Person who will be a teaching assistant or teacher, although the teachers oversee all the children and all adults are able to speak knowledgeably about the children's progress and abilities.
Offering parents opportunities to talk about their child's progress and allowing free access to their Tapestry online Learning Journey folders and encouraging them to contribute regularly to these.
- We aim to make the parents aware that the learning that goes on at home is important and valued.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Weekly 'Stay and Play' sessions, Story/Maths Cafes every half term, special performances, sports day etc.

Monitoring arrangements

This policy will be reviewed and approved by the Principal every two years.

At every review, the policy will be shared with the governing body.