

EDWARD WORLLEDGE
ORMISTON ACADEMY



**EARLY YEARS FOUNDATION STAGE
POLICY**

Date reviewed: 01/01/2020

App. By LGB:

Date for Review: January 2021

Within this document the term Early Years Foundation Stage (EYFS) applies to children in our Reception class. At Edward Worlledge Ormiston Academy we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS '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.'

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children **develop and learn** in different ways and at different rates

Principles into practice

As part of our practice we:

- provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- work in partnership with parents and within the wider context
- plan challenging learning experiences, based on the individual child, informed by observation and assessment
- provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- have a key person approach to develop close relationships with individual children
- provide a secure and safe learning environment indoors and out.

Characteristics of Effective Learning

We consider these important characteristics throughout all our planning, observation and assessment as they underpin all learning and development that goes on in the EYFS:

- Playing and exploring engagement
- Active learning motivation
- Creating and thinking critically thinking

We have special 'stickers' that are placed throughout the children's Learning Journeys. The stickers link to the different characteristics and their individual strands.

The 'four guiding principles' – What do we do?

1. A Unique Child

At Edward Worlledge Ormiston 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, 'Golden Book' visits to the Principal/SLT, certificates 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 Edward Worlledge Ormiston Academy are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. 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:

- carefully planned '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.

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

2. Positive Relationships

At Edward Worlledge Ormiston Academy, we aim to develop caring, respectful, professional relationships with children and their families.

Parents/Carers as Partners

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:

- ensuring staff are available each morning and afternoon to greet parents/carers
- offering parents opportunities to talk about their child's progress and allowing free access to their 'Learning Journey'.
- encouraging parents to contribute to children's Learning Journey folders with work or photos from home or 'Proud Clouds' which are filled out at home and brought in to school. We aim to make the parents aware that the learning that goes on at home is important and valued.
- encouraging parents to complete 'Home learning' activities with their children
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: 'Phonics' sessions, Story/Maths Cafes, special assemblies, performances, sports day etc.

Transitions (see separate 'Transition policy')

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including preschool settings.

Reception teachers visit other settings if the children attend them and also offer home visits. Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners.

The teachers liaise with the Year 1 teachers to discuss the individual children, their needs and analyse the assessment data to inform planning. Year One teachers are invited to attend the County Moderation meeting in the Summer Term.

3. Enabling Environments

At Edward Worlledge Ormiston Academy, we recognise that the environment plays a key role in supporting and extending the children's development. Staff observe the children and assess their interests, development and learning, before planning the next steps for the children offering challenging but achievable activities and experiences.

Observation, Assessment and Planning

Planning includes:

- adult Led Plans - the specific adult led activities which have arisen from the children's interests and next steps. These can be whole class sessions or activities that go on during free flow play.
- letters and Sounds Plans - the daily teaching of phonics.
- Numeracy plans - the daily teaching of maths.
- long term topic planning - Topics are chosen and planned according to the children's interests. Before each topic begins, a spider diagram is completed which is made up of the different areas/ideas that the individual children would like to learn about. Individual 'lessons', adult-led and child-led activities are then planned from the initial ideas.

All staff working in Reception make regular assessments of the children's learning, and all staff are involved in the planning of 'next steps'. Everyone is encouraged to contribute and discussions take place daily. Significant observations of children's achievements are collated in their own personal Learning Journey books, which are shared with parents and the children. These on-going observations are used to inform the EYFS. Children are invited to look through their Learning Journeys and comment on previous activities.

Profile/developmental matters bands.

The child's progress is reviewed regularly across the year and is regularly discussed with parents, alongside the children's development in relations to the 'Characteristics of Effective Learning', through parent's evenings, end of year reports and daily discussions.

The Learning environment

At Edward Worlledge Ormiston Academy, we provide a stimulating and safe environment both indoors and outdoors. Classrooms are set up into learning areas, where the children are able to find and locate equipment and resources independently. Children have free access to the outdoor area, which is also set up into learning areas, or themes.

4. Learning and Development

At Edward Worlledge Ormiston Academy, we recognise that all children learn and develop in different ways and at different rates.

Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching in our school. These features apply to teaching and learning in the EYFS in much the same way that they apply to KS1 and KS2.

Features that relate to EYFS are:

- the carefully planned curriculum that helps children work towards making progress in the Development Matters bands and reaching the Early Learning Goals.
- the provision for children to take part in activities that builds on and extends their interests.
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- the careful assessments of the children's learning and the planning for the children's next steps.

Play

Children explore and develop learning experiences through play. The curriculum is delivered using a play-based approach as outlined by the EYFS - "Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities".

We aim to provide structured play experiences in order for our children to:

- begin to make sense of the world,
- learn how to control themselves and understand the need for rules
- have the opportunity to think creatively,
- communicate with others and develop their independence.
- investigate and solve problems, working alongside other children as well as on their own.

Areas of learning - Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to be reaching by the end of the EYFS. Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.