



Ormiston Herman Academy

Early Years Foundation Stage Policy

Adopted: March 2022

Review Date: March 2024

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
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- To be flexible and be aware that young children are spontaneous. Providing opportunities to make choices, work independently and alongside others.
- 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 set out in the DFE Early Years Foundation Stage 2021.

Structure of the EYFS

Our Early Years consists of two phases: Nursery and Reception

Nursery

The Nursery is for pupils aged 3 and 4 years. All staff leading groups are known as a 'key worker', such individuals are experienced Early Years Practitioners and work alongside the Early Years Leader, who oversees planning and provision. The Early Years Leader monitors the effectiveness of the provision. All 3 and 4 year olds are entitled to universal funding for 15 hours a week of provision. Pupils are either placed in a morning group or an afternoon group. The academy has three main intake points over the academic year. Pupils can start our Nursery the term after their third birthday. Admissions arrangements are made directly with the academy.

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 52 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 2021 which sets the standards for learning, development and care for children from birth to 5 years old.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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 Nursery there are daily carpet sessions. These sessions include the teaching of early Maths/Phonics and also include age related activities guided by *Development Matters Non statutory curriculum guidance for Early Years Foundation Stage*

In Reception, children have one daily phonics 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 Herman 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 both Nursery and 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 Herman Primary Academy.

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 learning. Observations are recorded in different formats (eg post it notes, whole class trackers). All practitioners are involved in observing children.

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.

There is continuous monitoring and assessment of each child's development against the Development matters statements. This is updated half termly on a tracker of individual progress to monitor children who are 'On Track' and 'Not Yet on Track'. This supports planning next steps.

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')

A Unique Child

At Ormiston Herman 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 Herman 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 Herman 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, complying with the specific legal requirements (Early Adopter Schools: Framework for the Early Years Foundation Stage.). We understand that we are required to:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively
- Ensure all adults who look after the children or who have unsupervised access to them have been DBS checked.
- Ensure that furniture and equipment is safe and suitable for purpose.
- Maintain 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 Nursery and Reception are overseen by the teacher and all adults (teaching assistants) 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 WOW folders and encouraging them to share them with their family.
- Encouraging parents to contribute to children's Learning Journey folders with work or photos from home or 'Wow Moment' stars 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.

- 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 assemblies, 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.