



Ormiston Herman Academy



Early Years Foundation Stage Policy

Adopted: January 2025

Review Date: January 2027

Early Years Foundation Stage Policy

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 with high expectations for all so that every child makes good progress, and no child gets left behind.
- 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.
- That pupils leave Early Years, ready to access the Key Stage 1 Curriculum.

This policy is based on requirements set out in the DfE Early Years Foundation Stage 2021.

Structure of the EYFS

Nursery

Children join our Nursery the term after their third birthday. We have up to 26 places available at any time and we offer 15 hour or up to 30 hour funded sessions. We offer the flexibility of either morning, afternoon, or all-day sessions. The EYFS Leader oversees the running of the Nursery, alongside a full time HLTA, and two teaching assistants.

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 54 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

The intent for our EYFS curriculum is centred around enabling our children to become curious, independent, and motivated learners, developing a thirst for knowledge and challenge.

Books and stories are woven in to all the learning and provision that takes place and one of our key intentions is for our children to develop a love of reading over their time in the EYFS, as well as expanding each child's vocabulary.

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.

The prime areas are:

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

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

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

Planning

Teaching staff plan activities and experiences for children that enable them to develop and learn effectively. Teachers take into account the individual needs, interests, and stages of development for each child and use this information to plan challenging and engaging teaching and learning. 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, and communicate daily, 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 well planned continuous provision, and through a mixture of adult-led and child-initiated activities within an enabling environment that changes to meet the learning objectives. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction and quality talk.

In Reception, children have daily phonics, topic/Literacy, and Maths direct teaching sessions. Following each session children are given time to apply their learning through independent play within the continuous provision, as well as through challenges, enhancements and adult led activities.

The EYFS is based upon four principles:

- 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** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers;
- The importance of **Learning and Development**. Children learn and develop at different rates within the seven areas of learning (listed above in the curriculum section.)

A Unique Child

At Ormiston Herman Academy, we recognise that children develop in individual ways, at varying rates, and bring with them their own unique experiences and understanding of the world.

We aim to develop a positive attitude to learning, encouraging self-motivation and drive, drawing upon children's natural curiosity about that world around them. We tune into children's interests so that we can plan meaningful learning opportunities linked to these interests. We focus on children's levels of development, well-being and involvement as key indicators of the impact that our environment and teaching strategies are having on them.

We aim to enable the children to show they are effective learners through "The Characteristics of Effective Learning" which are as follows:

- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Inclusion

- All children at Ormiston Herman Academy are treated fairly, regardless of race, religion, social background, cultural background, gender, disabilities, special educational needs or levels of development. 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:
 - Planning opportunities that are based on children's existing knowledge, experience and interests which develops their self-esteem and confidence.
 - Using a wide range of teaching strategies – small groups, whole class and individualised – based on children's learning needs.
 - Providing a wide range of learning opportunities in a well-planned environment to motivate and support children and to help them learn effectively.
 - 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 or challenge as necessary.

Working with Parents / Carers

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:

- Communicating and meeting with parents before the school year starts and giving parents and children the opportunity to spend time with the staff in the provision.
- Teachers are always on the door of the classroom as children enter in the morning, making themselves available to chat to parents/carer to build positive relationships so that parents feel comfortable to approach staff with any comments or questions.
- We encourage parents to contribute 'Wow Moment' observations and send in photographs at various points in the year linked to the children's experiences at home, demonstrating that we value the important learning that goes on at home.

- We provide Parents' Evenings across the year and a written report at the end of the year about the child's attainment and progress.
- Arranging a range of activities throughout the year that encourage collaboration between the child, school and parents including 'Stay and Play' sessions and learning events that inform parents of our approaches to learning and support their understanding of how children learn.
- Encouraging families to have a high engagement with home learning, especially reading together and supporting their child's development of reading.

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 development, interests and needs. These observations are used to shape future planning. Practitioners also take into account observations shared by parents/carers.

On entry to Reception, baseline assessments (RBAs) 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.

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Ormiston Herman Academy. Assessments take place through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated independent play. This is evidenced through collections of children's individual work, and floor books.

There is continuous monitoring and assessment of each child's development against the Development Matters statements. This is updated termly on a tracker of individual progress to monitor children who are 'On Track' and 'Not Yet on Track', which 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).

Safeguarding and Welfare Procedures

It is essential that all children at 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. We understand and commit to practice that:

- Promotes the welfare of children.
- Promotes good health, including oral health.
- Prevents 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.

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.