



Ormiston Meadows Academy

Early Years Foundation Stage Policy

Adopted : January 2018

Review Date : January 2021

Within this document the term Early Years Foundation Stage (EYFS) applies to children in our Reception Class. Children start with us at the beginning of the school year in which they are five.

At Ormiston Meadows Academy we aim to provide the highest quality 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.
- 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 where needed.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.
- Our core values throughout school link closely and promote the EYFS guiding principles.

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

A Unique Child

At Ormiston Meadows 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 follow the school behaviour policy to promote excellent behaviour and rewards are a key part of this. We recognise that children's attitudes to learning are influenced greatly by positive feedback from others.

Inclusion

All children at Ormiston Meadows 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.

Welfare

We take necessary steps to safeguard and promote the welfare of children, complying with the specific legal requirements (Statutory Framework for Early Years Foundation Stage 2017).

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 CRB checked.
- Ensure that furniture and equipment is safe and suitable for purpose.
- Maintain records, policies and procedures, in conjunction with the rest of the school and meet the needs of the children.

It is important to us that all children in Ormiston Meadows 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 about boundaries, rules and limits.

Positive Relationships

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

Parents 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:

- Meetings with parents before their child starts school to share information about school and EYFS.
- Offering a home visit to all children before they start.
- 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 introduced to all key staff members and are encouraged to share information and concerns.
- Offering parents opportunities to talk about their child's progress and allowing free access to their Learning Journey folders as well as planned events to share them.
- Encouraging parents to contribute to children's Learning Journey folders with work or photos from home or 'Wow Moments' which are filled out at home and brought in to school, or filled in when dropping their child off. 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: 'Stay and Play' sessions, Maths/Phonics meetings, special assemblies, performances, sports day etc.

The Wider Context

Working with other services and organisations is integral to our practice in order to meet the needs of our children.

We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting, such as links with the nearby sheltered housing complex.

Transitions

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 pre-school 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. In the final term in Reception the teachers liaise with the Year 1 teachers to discuss the individual children, their needs and analyse the assessment data to inform planning. They also moderate together regarding the Early Learning Goal judgements at the end of the Reception year.

Enabling Environments

At Ormiston Meadows 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

At Ormiston Meadows Academy, Reception class staff work as an Early Years unit. Staff plan together on a daily basis. Planning includes:

- Continuous Provision Enhancements Plan- how the environment develops being led daily by the children's interests and next steps.
- Adult Led Teaching- the specific adult led activities which have arisen from the children's interests and next steps linked to our Cornerstones curriculum.
- Read Write Inc- the daily teaching of phonics.
- Long Term Plan- mapping out coverage of the Cornerstones curriculum.
- Maths meetings plans and daily maths planning.
- Intervention planning for targeted children.

All staff working in the EYFS 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 folder, which are shared with parents. These on-going observations are used to inform the EYFS Profile/developmental matters bands. The child's progress is reviewed regularly across the year 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 Ormiston Meadows 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.

Risk Assessments

Every classroom, as well as all shared areas in school, have a long term Risk Assessment, highlighting any possible hazards. Any additional or unusual activities would have a specific risk assessment. This applies to any trips out of school.

Learning and Developing

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

Teaching and learning

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 the rest of school. Please see our Teaching and Learning Policy.

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:

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- Begin to make sense of the world.
- Learn how to control themselves.
- 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 inter-connected. 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.

These three areas are the **prime** areas:

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

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **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 assessed towards the end of the academic year to identify whether they are "**emerging**", "**expected**" or "**exceeding**" the early learning goals in each of the curriculum areas. The age related expectation in EYFS is for children to reach "expected" in all the curriculum areas. We report to parents in the summer term to inform them of our assessments, to share our observations of the child's Characteristics of Effective Learning and to set out next steps.

Good Level of Development

This is a measure of attainment depending on which goals children have met. Children are deemed to have attained GLD if they have achieved the early learning goals in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.



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.

Signed by :

_____ **Chair of Governors** **Date :** _____

_____ **Principal** **Date :** _____