

NOVA PRIMARY ACADEMY
December 2023
EARLY YEARS FOUNDATION STAGE POLICY
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AIMS

In the EYFS we believe that all children are entitled to the best possible start in their school life to enable them to develop their full potential. It is therefore our aim to provide a caring and stimulating environment, where every child feels empowered to develop as an independent learner. We ensure that learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the first year of school many of these aspects of learning are brought together effectively through playing and talking.

INTRODUCTION

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Nova Primary Academy. The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults. The EYFS is the education upon which children build the rest of their lives and is an education that encompasses all learning. In this policy the Foundation Stage of Education at this school refers to all children within the Reception Year; 4-5 years old.

PRINCIPLES

The Foundation stage is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child, with no single area standing in isolation from the others. We believe that all children should be able to achieve the full potential academically, socially and emotionally.

We aim to support each child's welfare, learning and developmental needs by:

- Providing a safe, secure, caring and welcoming environment both inside and outside for children and their families.
- Ensuring that all children feel included, secure and valued.
- Establishing positive relationships with parents.
- Keeping parents well informed about the curriculum and their child's progress.
- Building on what the children already know and can do and celebrate their achievements.
- Helping children make links in their learning.
- Stimulating positive attitudes and dispositions to learning.
- Recognising that all children are unique and special.
- Encouraging children's independence and decision-making and supporting them to learn through their mistakes.
- Valuing children's interests, providing opportunities for direct teaching and child initiated activities based on each child's stage of learning.
- Helping children build friendships and learn to co-operate with each other.
- Providing a solid foundation in all areas of learning through well planned, rich and stimulating experiences.
- Making careful observations to support and extend children's learning appropriately.
- Ensuring that children with additional educational needs or English as an additional language are identified and receive appropriate support.

REVIEW LOG - Policy reviews as per the School's policy review schedule

Author	Reviewed by	Review Date	Next review due
Lydia Fulker	T and L Committee	February 2017	February 2019
Nicola Carnegie	N. Carnegie & H. Webb	May 2021	May 2023
Jemma Simper	J Simper, N Carnegie & S Hudson	December 2023	December 2025

Appendix 1 – ORGANISATION AND TEACHING

The Early Years Foundation Stage Curriculum

The EYFS applies to children from birth to the end of the Reception year. The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

During the Reception year children will follow a curriculum that enables them to make maximum progress towards achieving the Early Learning Goals for the Foundation Stage on entering compulsory education.

At Nova Primary Academy we follow the strands set by the EYFS curriculum and concentrate the learning opportunities on the seven areas of learning which are;

<u>Prime</u>	<u>Specific</u>
Communication and Language	Literacy
Personal Social and Emotional Development	Mathematics
Physical Development	Understanding the World
	Expressive Arts and Design

The prime areas are initially given a strong focus as they reflect the key skills needed for effective learning and development in the future. It is likely that during the Reception year it will become appropriate to provide a more equal focus on all seven areas as children's skills become secure. However, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents/carers and agree how to support the child. EYFS staff will liaise with the school's SENDCo to consider whether a child may have a special educational need or disability which requires specialist support.

Communication and Language - This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Physical Development - Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is carried out using our inside classroom and outside classroom by working with a wide range of resources.

Personal, Social and Emotional Development (PSED)

This includes – Self regulation (SR), Managing Self (MS) and Building Relationship (BR)

- The school fosters and develops relationships between home, school, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

Literacy (L)

This includes – Comprehension (C), Word Reading (WR) and Writing (W)

- We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas inside and outside independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and correct letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Mathematics (M)

This includes – Number (N) and Numerical Patterns (NP)

- We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding the World (UTW)

This includes – Past and Present (PP), People, culture and Communities (PCC) and the Natural World (NW)

- All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

Expressive Arts and Design (EAD)

This includes – Creating with Materials (CM) and Being Imaginative and Expressive (BIE)

- We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a range of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Learning areas are set up where children are able to find and locate equipment and resources independently. This has a positive effect on the children's development, building confidence and self-esteem. Designated areas offer opportunities for doing things in different ways and on different scales. They offer the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outside during Learning Lab time. This helps the children to enjoy and achieve in all areas of learning and development.

We have an outside learning space which children have access to during Learning Lab time. We encourage children to bring and we have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area, EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

At Nova, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We understand that children learn and develop in individual ways and we teach using a range of teaching styles to support them. Children's attitude and dispositions to learning are influenced by feedback from others so we use praise and encouragement, as well as celebration assemblies and sharing assemblies. The children follow the whole school system of 'Golden Time.' This is a reward time at the end of the week which children can work towards. Receiving stickers is also a popular reward. These rewards encourage children to develop a positive attitude to learning.

We provide a daily routine for the children, which provides for Teacher Directed, Teacher Initiated and Child Initiated learning opportunities. We support children's learning through Learning Lab time and planned activities and in doing so we ensure children have opportunities to engage and thrive in all aspects and areas of learning. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Parents as Partners

In the term before your child starts at Nova Primary Academy, the Headteacher, EY Lead and EY teachers will hold a meeting, where possible, with the parents of pre-school children. The EY TA's, nursery nurse, other members of school staff, the school nurse, representatives from the Governing Body and the school meals service will also be present at the meeting.

At the meeting, parents of pre-school children will receive an information pack with useful information and forms that need completing and returning before their child starts school in September.

We invite you into school (or a phone call) in June or July to get to know your child and you as a family better. If you have any concerns about your child, we will then ask for support from the SENDCo or Pupil Welfare team.

Children are admitted at the beginning of September, the autumn term of the academic year during which they become five. All children will start school on a short part-time basis. The children will be in for two days of morning or afternoon sessions. Following these sessions, the children will then start full time. Where the school or parents believe that an individual is not ready, they can agree on further part-time attendance until compulsory full-time education begins at the beginning of the term they turn 5. A plan of support would then be put into place with regular review meetings to monitor the child's progress.

Children come into school with a wide and diverse range of personal life experiences. These will have been learnt from their families and as such a wide range of skills and interests will already exist. The contributions of parents/carers are therefore valued, respected and recognised throughout the child's time at school. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

We encourage parents/carers to become involved in their child's education, laying foundations for a working partnership for a child's school life. Parents/carers are also invited to get involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills. Parents are always welcomed into school and encouraged to discuss any concerns they might have.

Throughout the year we also hold Sharing Cafés on areas parents feel they need support in such as Phonics, Fine Motor, Maths and Speaking and Listening.

Parents are included in their child's learning journey via uploading observations on Seesaw, commenting on observations and "WOW" moments sent in from home. We have two formal parents' evenings in the Autumn and Spring term. School reports are given out at the end of the year.

Appendix 2 - ROLES AND RESPONSIBILITIES

All staff in the EY setting are fully qualified, have a wide range of experience and expertise in working with and educating children. The staff are committed to professional development and attend up to date training courses and have excellent knowledge of the EYFS and child development.

The ratio in Foundation is 1:30; that is 1 trained and qualified teacher to 30 children. When out on a visit the ratio is 1:5; that is 1 adult to 5 children.

The Foundation Stage staff work as part of a team and we work as a unit, children from both classes have opportunities to work together during busy learning, accessing shared continuous provision. EYFS staff plan and work together to ensure continuity and progressions, providing stage related activities to suit all of our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

The Early Years Foundation Stage Leader is responsible for the planning and implementing of a curriculum which satisfies the requirements of the Statutory Framework for the Early Years Foundation Stage. This will include:

- Ensuring the safety and wellbeing of all the children in their care
- Delivering quality teaching and learning
- Complying with assessment and reporting arrangements
- Ensuring that all members of the Early Years team receive the training necessary to support the needs of children in the Foundation Stage.

The Headteacher is responsible for:

- Providing a high-quality experience for children at the Foundation Stage of their education.
- Ensuring that all health and safety procedures are followed.
- Ensuring that all staff are aware of their responsibilities and receive appropriate training.

The Governing Body will:

- Support the Head Teacher and Early Years staff to comply with the Statutory Requirements for the Early Years Foundation Stage.
- Promote high standards of care and education for Reception aged children.

Appendix 3 - ASSESSMENTS

During the children's first half-term in school the teacher assesses the ability and learning dispositions of each child against the EYFS Development Matters statements. On-going formative assessment informs planning and is used to regularly update each child's profile electronically.

Adults within the EY classroom use an online learning journal called Seesaw to record observations to support their developing knowledge of individual children. Observations inform them of children's abilities, needs, interests and learning styles. Relevant learning opportunities are then planned as a result of the observations made, in order to help the children make the next steps.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long and short observations, photographs and pieces of Child Initiated activities that children have completed. These observations contribute to the children's Learning Journey which may also contain information provided by parents/carers. Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys. Learning Journeys record 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.

At the end of the year an EYFS Profile is completed for each child that consists of an assessment of their progress against the 17 Early Learning Goal (ELG) descriptors, together with a short narrative describing the child's three learning characteristics;

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creating and Thinking Critically (thinking)

For each ELG, children are judged as to whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

This summative assessment is used to inform and encourage discussions with parents and Year 1 teachers as well as being made available to the Local Authority.

Appendix 4 - EQUALITY AND DIVERSITY

All children at Nova are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In EY we set realistic and challenging expectations looking and matching them to the needs of our children. We achieve this by planning to meet the needs of every child within the class.

Appendix 5 – ASSOCIATED POLICIES

For information regarding these following areas please refer to current whole school policies;

- Staff Induction

- Safeguarding (including identity checks and procedures for parents failing to collect a child from school for procedures for Children Missing from Education (CME))
- Medicines, Accidents, Illness and Injury (First Aid)
- Healthy Eating
- Behaviour
- Health and Safety
- Educational Visits
- Complaints
- Reporting to Parents
- SEND
- E-safety (including the use of mobile phones and cameras)
- Emergency Evacuation procedures (Critical Incident)
- Personal care and nappy changing