



## Early Years Foundation Stage policy

September 2020

### 1. Aims

We believe that early childhood is the foundation upon which children build the rest of their lives, and at Burton End Primary Academy we greatly value the importance the EYFS plays in creating a secure base for future learning and development.

All children in EYFS at Burton End are supported to become resilient, curious and cooperative learners. Across the foundation stage, we provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

This policy aims to ensure:

- That children access a curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- High quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- Close partnership working between teachers and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

### 2. Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS).

### 3. Admissions

**Nursery** - Application forms for admissions are available from each Academy office.

**Reception** - Parents of children who require a Reception place will apply online to their Local Authority. Please see the school admissions department of your home local authority, the academy website and/or academy Admission Policy for details. All prospective parents are invited to visit the academies and are taken on an informal tour\*.

\*We are currently revising how we can offer parents a similar experience whilst also maintaining social distancing and keeping our school a Covid secure environment. Details will be posted on our website and our social media pages when admissions procedures are finalized for this year.

#### **4. Structure of the EYFS**

As well as a Nursery class, there are two Reception classes. In our Nursery the children have their own self-contained unit with a kitchen area, toilets and changing area, as well as access to their own secure outdoor area. In Nursery children are supported by three members of staff; a Lead Practitioner, Nursery Nurse and Learning Support Assistant. The two Reception classes are organised as one unit. There are two separate learning spaces, but children are able to move freely within these to access their learning environment. Two class teachers and two Learning Support Assistants teach in Reception, and each class teacher is responsible for their class and are the point of contact for parents/carers. Joined to both Reception classes, is an outdoor area which allows free flow access for reception children where they can continue their learning in an outdoor environment.

The Reception classes began to implement the Curiosity Approach in September 2019, to encourage our children to become inquisitive and curious learners. As a result our environment is full of natural, rustic materials that provide a range of sensory experiences and opportunities for language development. From September 2020, all three EYFS classrooms will be undertaking the Curiosity Approach accreditation.

#### **5. Curriculum**

Our Early Years settings have signed up to be Early Adopters of the EYFS Reforms. As a result, we will be following the new Framework for EYFS and the New Development Matters guidance.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Alongside these seven areas are also the Characteristics of Effective Learning. These Characteristics of Effective Learning are key in igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Three of the seven areas of learning are referred to as the Prime Areas. This is because these three areas are known to be the core basis for all further learning. Without language, the ability to control our emotions, develop good relationships and physical movement, it is well-researched that children will struggle to continue to thrive throughout school and life. As such, learning experiences in our EYFS enable children to develop competency and skills across these areas of learning. They require a balance of adult led and child initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of the reception year. Once children are secure in their Prime Areas, they are then taught to apply and build on that knowledge through four Specific Areas.

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

The revised Development matters has also identified 7 key features of effective practice which are as follows:

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents.

As a school we believe that we are already meeting these seven features outlined above. However, we also believe that we are all continually learning and therefore will be seeking to ensure that we meet the seven features consistently and at the highest standard.

## **5.1 Planning**

Teacher's use 'In the Moment Planning' which allows staff to focus on pupil's next steps and by observing through their play can take into account their interests that might facilitate the teacher of these next steps. Children are motivated by the way in which learning is delivered to them, and therefore are further engaged in their learning.

Staff also take into account the individual needs, interests, and 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 work with parents to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Please see the SEND Policy for further information.

As well as 'In the Moment Planning,' children also take part in a daily Success For All Phonics lesson, a Write Away session (teaching formal writing), a Mathematics Mastery lesson which support mathematics teaching, a Curriculum lesson (teaching a theme e.g. Winter) and a Phonics Fairy lesson.

## **5.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-guided and child-initiated activities. Teachers respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

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, ready for year 1.

## **6. Assessment**

In accordance with all schools nationally, each child will complete a reception baseline assessment during their first half term in reception. It is a task based, age-appropriate assessment of mathematics and literacy, communication and language and is completed by reception staff. The assessment takes approximately twenty minutes and is delivered in English. We will also complete our own assessments using other resources, for example speaking and listening assessments such as Wellcomm.

At Burton End Primary Academy ongoing assessment is an integral part of the learning and development processes. 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 and/or carers.

These observations are not required to be recorded formally in the EYFS framework. As our parental engagement is high using Class Dojo and we record a lot of learning in books when appropriate, we will be putting individual observations on a child's profile on Class Dojo whilst also running a whole-class learning journal. Teachers record data from assessments on the school's data tracker. We also complete the government baseline assessments.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

## **7. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between teachers and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

With the Covid-19 restrictions our usual pattern of holding Parent meetings is temporarily paused. Teachers are available to contact on Class Dojo, or through the school email system. Teachers are also able to hold telephone or video call meetings with parents if necessary.

## **7. Transition**

When children transition into our Nursery, again we carry out home visits, speak to pre-schools (if appropriate) and have settling in sessions. Again, we spend a lot of time working with parents to ensure a positive and smooth start to Nursery.

For children transitioning into our Reception classes we have close links with many local nursery schools as well as our own nursery. Once a child has received a place in our reception class, they will be sent a welcome pack which includes information about the school, upcoming events and admission forms.

Throughout the summer term there will be various opportunities for children to visit their reception classrooms and meet their teachers. This will include times where they can stay and play and begin to familiarise themselves with their new setting and start to build those important relationships with their teachers. To build on this further, teachers will also do home visits for children who do not attend Burton End Primary Academy Nursery ready for their start. At the start of the Autumn term, we use a staggered entry approach in order to minimise the chance of children being overwhelmed by the number of changes they are experiencing, which can lead to children not wanting to come to school.

\*During Covid-19 some of our transition activities may not happen in the same way, or have to be stopped (e.g. visits to our new classes in the Summer term). This will be continually revised in order to ensure that children both in school and new to the school are kept as safe as possible.

For children transitioning to Year 1, by the end of the summer term their timetable will reflect similarities to a Year 1 timetable. Children's learning experiences will also reflect the slightly more formal approach to learning in Year 1 compared with Reception. However, in Year 1 we still provide aspects of the EYFS approach (e.g. continuous provision) to minimise the impact of changing year groups and to support those

that may not have reached all their Early Learning Goals at the end of September, as recommended in the statutory framework.

## **8. Safeguarding and welfare procedures**

*‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and they have positive relationships with the adults caring for them’ (Statutory (Framework for EYFS 2017).*

At Burton End Primary Academy, we understand that we are legally required to comply with welfare requirements in the Early Adopters Framework for Early Years Foundation Stage 2020

Our safeguarding and welfare procedures are outlined in our Safeguarding Policy.

## **9. Intimate Care**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. Depending on a child’s age and stage of development, they may need some support; for example, wiping their bottom after going to the toilet or changing underwear following a toilet accident. We actively encourage parents to start helping their children become independent with these tasks as soon as they can.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.

## **9. Monitoring arrangements**

This policy will be reviewed and approved by Burton End Primary Academy every 3 years, or sooner if Statutory Guidance changes. At every review, the policy will be shared with the governing board.

## Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

<b>Statutory policy or procedure for the EYFS</b>	<b>Where can it be found?</b>
Safeguarding policy and procedures	See Child Protection Procedures and Safeguarding Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection Procedures and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection Procedures and Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy