

Early Years Foundations Stage (EYFS) Policy
Barnes Infant Academy



Approved by: Mrs J Rushworth

Last reviewed on: October 2020

Aims:

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and through life
- Quality and consistency in teaching and learning so every child has the opportunity to reach their full potential
- Close partnership between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation:

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

Structure of the EYFS:

The Early Years at Barnes Infant Academy includes Nursery and Reception.

Nursery:

Within Nursery children have the option of accessing 15 hours over 5 mornings, 15 hours over 5 afternoons or accessing the Nursery full time for 30 hours. Flexible options may also be considered, where appropriate.

The Nursery sessions are:

Morning session: 8.45-11.45am

Afternoon Session: 12.45pm-3.45pm

Full time sessions: 8.45am-3.45pm with lunch 11.45am-12.45pm

Although we encourage children to access their 15 hours over either the five mornings or five afternoons, we are flexible and will work in partnership with parents/carers to meet alternative needs.

The cost of lunch provision is £4 per day – this includes the cost of child care cover during this period.

Children who do not access the full 30 hour provision also have the option of staying for school lunch.

Within Nursery we have one large area and another area that is used as a project space. This provides the opportunity for specific interests to be developed where ideas, thinking and learning can be extended over a sustained period of time away from the business of the Nursery environment.

Reception:

Within Reception we have three classes each with a full time member of support staff.

Although the vast majority of children from our Nursery attend our Reception, we do also have children from a wide range of settings that join the Academy in Reception.

Within Reception we have three classrooms and an additional classroom that is used for targeted support and intervention. This space is also our EYFS library.

All children within EYFS have daily access to the outdoor environment. To provide the opportunities for all children to access the outdoor area and develop a range of skills and learning opportunities, outdoor sessions are timetabled. Being outdoors offers the children further opportunities to explore the world around them, use their senses, develop their language skills and be physically active. It also supports the development of their confidence when in a larger environment where they can feel more confident and secure.

Our Curriculum Intent:

The Early Years is a crucial phase in education; it is the basis for long term well-being and lifelong learning.

At Barnes Infant Academy our Early Years Curriculum is designed to be creative, challenging, memorable and meaningful to the children within a safe and caring environment. We aim for children to be active agents in their own learning.

We place a strong emphasis on communication and language and children's social and emotional development.

Children need to be provided with a range of experiences and opportunities that helps to develop their understanding and equips them with the skills needed to be successful, confident, life-long learners who reach their full potential. We recognise and build upon previous learning and strive to develop a curriculum that is engaging and motivating to support all children when reaching their full potential.

We aim to do this through:

- A curriculum that is rich, inspiring and broad to allow children to widen their horizons.
- Providing depth that enables children to master the key areas of essential knowledge and skills.
- Having high expectations and promoting challenge to build perseverance and self-belief.
- Providing a wide range of rich, first hand experiences to develop their love of learning, independence and creative thinking.
- Ensuring children have the opportunity to develop across all areas of the curriculum outdoors and indoors.
- Offering children a wide range of opportunities to personalise their curriculum in order to develop existing talents and interests and discover new ones.
- Enabling children to reach their full potential and to equip them with the knowledge, skills and attitudes to flourish in education and in life.
- Promoting speech, language and communication to strengthen children's ability to learn and articulate their learning at a deeper level.
- Promoting the development of children's personal development, health and wellbeing.

Barnes Infant Academy Values also underpins what we do and what we expect from our children to support and promote learning across all aspects of school life. Our values are:

- B – Behaviour
- A – Attitude
- R – Respect
- N – Never give up
- E – Enthusiasm
- S – Staying Safe

The EYFS framework includes seven areas of learning. There are three prime areas that are fundamental to learning and development.

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 of the World
- Expressive Arts and Design

Our curriculum embraces the community in which it is situated particularly when recognising the geographical location and the different cultures within our community.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage inquisitive minds and provide opportunities for children to practise and consolidate learning and skills.

Characteristics of Effective Learning:

We also support and develop the Characteristics of Effective Learning through a play based, interest led approach where staff work hard to support and develop the children across all areas of learning through both adult led and child initiated learning.

The Characteristics of Learning are about *how* children learn, thinking about the process rather than the outcome. The Characteristics are the driving force of the learning.

We need to ensure that opportunities are provided to promote and support the children with this.

Our environments and interactions with the children need to be responsive to their interests and fascinations. We do this through:

- Creating awe and wonder
- Having open ended, natural resources
- Uninterrupted play
- Challenging resources
- Staff who support, scaffold and develop children`s thinking.

The three Characteristics of Effective Learning are:

Playing and Exploring – engagement

Children investigate and experience things and `have a go`. This involves the children responding to first hand experiences while playing and representing experiences through imaginative play. During their play children will adapt, and connect learning and experiences. Children will be willing to take risks in their learning and develop the view that getting something wrong is an opportunity to learn.

Active Learning – motivation

Children have opportunities to develop lines of interest and display high levels of concentration. Children keep on trying if they encounter difficulties and they enjoy their achievements.

Creating and thinking critically – thinking for themselves

Children have opportunities to develop their own ideas, make links between ideas and develop strategies for doing things.

Implementation:

Staff plan activities and experiences that enable children to develop and learn effectively. Staff also take into account the individual needs, interests and stages of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required and will liaise with outside agencies where appropriate.

We have overarching topics that are based on predictable interests. Children`s own interests are used by the adults to engage the children in higher level thinking and deeper learning. Child initiated learning is greatly valued and encouraged. Timetables allow the opportunity for sustained periods of child initiated learning in order to develop this. Through adult led learning we introduce new concepts and knowledge, the progression of which can be led by the children through enabling environments and continuous provision.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult led and child initiated activities. Practitioners are very skilful when responding to each child`s emerging needs and interests, guiding their development through warm, positive interactions.

Key Person:

In Nursery and Reception children participate in daily key worker sessions which are primarily focused on the development of communication and language and personal, social and emotional development. Staff plan sessions linked to current interests and the specific needs of the class.

Letters and Sounds:

Within Nursery children explore Phase 1 of letters and sounds through regular focused sessions and through targeted support within the provision. This helps to secure children's listening skills and oral blending and segmenting skills to help prepare for their next stage.

Within Reception the children participate in daily letters and sounds sessions that are targeted to their stage of development. Within Reception children work through phases 2-4. For reading please refer to the reading policy.

Mathematics:

The academy have worked hard to develop our approach to maths within EYFS linked to the introduction of mastery maths in Key Stage One. We have worked closely with specialist maths teachers and participated in a `mastery maths in the EYFS` project through the maths hub to develop the mastery approach in the Early Years. Our maths curriculum is based upon the White Rose Hub objectives and provides children with the opportunity to develop breadth and understanding based upon the Concrete-Pictorial-Abstract approach.

Impact:

At Barnes Infant Academy on-going 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 inform planning. Practitioners also take into account information shared by parents/carers.

Children at all levels are helped to reach their full potential. Those who are working above age related expectations are challenged and supported through opportunities for greater depth. Those who present with a barrier to learning are encouraged and given targeted support to embed skills and to learn in a style that suits their needs.

From their different starting points, all children will make at least good progress academically, emotionally, creatively and physically. Knowledge, understanding and skills will be secured and embedded so children attain high and are fully prepared for the next stage in their education.

Children's progress and attainment is monitored by regular scrutiny of planning, tracking, observations, evidence of learning and discussions with staff and children. Pupil progress meetings are held regularly throughout the year to ensure children's needs are met and that they achieve their full potential.

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

- Working at the expected level of development (ELG)
- Exceeding the expected level of development
- Not yet reaching the expected level of development (Emerging)

The profile reflects the evidence from on-going observations and discussions with parents/carers. The results of the profile are shared with the parents/carers.

The purpose of the profile is to inform parents about their child's development against all Early Learning Goals and the characteristics of effective learning, it also supports a smooth transition to Key Stage One as it is the basis of professional conversations and helps Year One teachers to plan effectively for their new cohort.

Working with parents:

We recognise that parents are children's first and most enduring educators and we value greatly the contributions they make. We understand that children learn and develop well when there is a strong partnership between practitioners and parents/carers.

At Barnes Infant Academy we work hard to develop relationships with our parents/carers from the very beginning. We do this through:

- Induction meetings and induction visits before the child starts Nursery or Reception.
- Home visits with every child new to the EYFS – this provides the opportunity for the family to meet staff within an environment where they feel comfortable and provides the opportunity to ask any questions or share any information.
- Regular parent consultations where parents/carers can discuss their child's interests and progress and together agree next steps for learning.
- Home learning diaries as a form of communication.
- An `open door` policy where staff are available if parents do have any questions or concerns. It is recognised that usual practice has been necessarily adapted to cope with the impact of the coronavirus epidemic. These changes will be monitored and kept under review.
- Activities, workshops and stay and play sessions arranged throughout the year that encourage collaboration between children, school and parents/carers.
- Parents/carers are invited along on any visits or trips.

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

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/carers in guiding their child's development at home. The key person also helps to engage with more specialist support, if appropriate.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed by Mrs Janine Rushworth – EYFS Lead and Assistant Headteacher every 2 years.

At every review, the policy will be shared with the governing board