



Early Years Foundation Stage

Introduction

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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Aims

The Early Years Foundation Stage seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Principles

The principles which guide the work of all Early Years practitioners are grouped into four themes:

A unique child - every child is a competent Learner from birth who can be resilient, capable, confident and self-assured.

Positive relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and or a key person.

Enabling environments - the environment plays a key role in supporting and extending children's development and learning

Learning and development - children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

To be effective, our Early Year's curriculum is carefully structured:

- Planned and purposeful activities are provided that provide opportunities for learning indoors and outdoors.
- Learning experiences are given that match the children's individual needs and interests.
- Learning builds on what children can already do.

Induction and Entry arrangements

The admissions criteria is published in the County Council's 'Lincolnshire's School Admissions Guide'.

Summer Term Prior to Starting School

An induction evening or afternoon is held for all children in the Early Years near the end of the summer term. All Early Years staff and the Head of Academy, and a representative from the governing body attend to answer any questions you may have.

There are also various other opportunities for your child to come and visit us in school including a Teddy Bear's picnic and transition sessions. All information regarding these visits will be provided at the meeting mentioned above.

The class teacher or Head of Academy will also visit your child in their current surroundings, be that at nursery or at pre-school and you will be notified when this visit is due to occur. On occasion, home visits will also be arranged in order to meet your child before starting school.

When your child starts school

A timetable will be in place to ensure they get to know their new teachers and friends. It will also help them to settle into school life and become familiar with daily routines.

Session times

Playground opens at 8.40am

Classroom doors open at 8.45am (the classroom doors will close promptly at 8.50am)

Morning learning 9am-10.30am

Break time 10.45am-11.00am

Morning Learning – 11.00am -11.50am

Lunch time 11.50am- 1.00 pm

Afternoon Learning 1pm-3.10pm

School ends 3.10pm

Each day the children will be given a snack and drink. They are given free fruit and either a drink of milk or water. The children also have access to fresh drinking water at all times.

All children can receive a school meal as part of Government Initiative.

Organisation

The children are organised into 2 classrooms. There is a maximum of 30 children in each class. The class will have a designated Teacher and Teaching Assistant. Throughout the day, children have opportunities to work as part of a whole class, in small groups and individually. This takes the form of adult-led, adult-directed and child-initiated activities. When carrying out child-initiated activities, the children have the opportunity to work in either classroom as well as outside.

The Curriculum

The EYFS forms the first stage of our whole school curriculum. In the EYFS the curriculum is split into 7 areas of learning and development that are inter-connected and are of equal importance. They also provide links with Key Stage 1 and the English and Maths National Curriculums 2014.

Personal, Social and Emotional Development

This area helps the child to develop a positive sense of themselves and of others so that they continue to be interested, motivated and excited to learn. They develop their respect for others ideas, feelings and cultures. They build strong relationships with others by improving their social skills and also develop the ability to recognise their own personal hygiene needs.

Physical Development

Under this heading children begin to use their bodies confidently and safely show an awareness of their personal ability. Activities will be provided to enhance both gross and fine motor skills. They begin to learn the importance of keeping healthy and the factors that contribute to maintaining their health. They will begin to show an awareness of space and recognise things that are not safe.

Communication and Language Development

These areas are about how children become communicators. They develop their ability to listen to and understand others as well as extend their vocabulary when speaking. They are encouraged to make marks, interpret symbols and read and write letters and be able to say which word those letters make. Children are also encouraged to share books and make up their own stories using puppets and props.

Literacy Development (Reading and Writing)

Children begin to read and understand simple sentences. They develop phonic knowledge to decode words and learn to read common irregular words in a range of texts. Children learn how to form letters correctly and use their phonic knowledge to write words that match their spoken sounds. They also write some irregular common words, with the aim to write sentences which can be read by themselves and others.

Mathematical Development

Children will use numbers and counting in play, and eventually recognise and use them reliably, to develop mathematical ideas and to solve problems. They will also develop their knowledge of shape, space and measures. Children will also use their new knowledge and skills to solve problems, generate new questions and make connections across other areas of learning and development.

Understanding of the World

This is the area where children learn to explore and find out about the world around them, they will use all of their senses to enhance their understanding of the world. The children will make observations of animals and plants and will explain why some things occur and talk about changes. They will use everyday

technology and begin to understand how it works and how it can help them. They will be able to talk about their own past and show awareness of cultures and the beliefs of others.

Expressive Arts and Design

Children respond in a variety of ways to what they see, hear, smell, touch or feel; as a result of these encounters, they express and communicate their own ideas, thoughts and feelings. They will have the opportunity to explore experiences through music, art, craft and role play.

How the Curriculum is planned and delivered

Our curriculum is planned through a series of themes and topics, each of which offers experiences in all seven areas of the curriculum. We work hard to make the activities relevant to the children's ideas and interests to encourage them to experience all areas of learning throughout the week. Staff scaffold play where appropriate, to ensure the maximum learning is gained for child-initiated activities.

Outdoor play

We know that outdoor play is a very important part of a child's development. Children are given opportunities to play outdoors every day. The outdoor area is securely fenced and provides a safe play environment. The outdoor area provides activities designed around each of the learning areas and a full risk assessment has been carried out to ensure children are kept safe. The children also take part in risk assessing the outdoor environment by helping staff to check everywhere is safe to play.

Assessment and Record Keeping

During the first 3 weeks of the school year, observations and assessments are carried out by the staff to obtain base line evidence. The assessments and observation notes support staff in their overall judgement to plan for future learning.

In EYFS, we use an online assessment tool, Tapestry, in order to record, track and evidence children's learning against the EYFS ages and stages and Early Learning Goals. Parents can also contribute to these via an app that can be downloaded onto smart phones and tablets or accessed via a computer.

Throughout the year, parents are invited to attend parent consultation evenings where they can discuss their child's progress; they will also receive a report summarising achievements and an electronic copy of their child's learning journey in the summer term.

Monitoring and Evaluation

We ensure that our practise is frequently monitored and evaluated as appropriate. This is done in several ways:

- Classroom observations as part of the Academy's monitoring cycle
- Curriculum topics evaluated in terms of their impact and engagement
- Annual moderation
- Annual evaluation of Academy's long-term planning
- Medium term planning updated regularly to take account of the children's interests
- Weekly and daily planning evaluated alongside formative judgements

Budget

The Foundation Stage budget is held by the EYFS leader although decisions on spending are made by the whole staff and ultimately by the Executive Head, Head of Academy and Finance Manager. Voluntary charges are made for educational visits.

Staff Development

Whole staff and Foundation Stage meetings are held regularly with a focus on assessment and planning. Weekly PDM (Professional Development Meetings) are held to ensure staff are kept up to date with the latest information and training.

The training needs of staff are identified through the performance management cycle.

Parents as partners

All parents are encouraged to visit the setting before admission.

Welcome packs are provided as part of the pre-admission process; we also collect information regarding emergency contact numbers and medical conditions for each child, which is regularly updated.

In addition, parents are:

- Invited to attend informal meetings
- Asked to share books with their children
- Prompted to write in the home/school diary
- Given the opportunity to join educational visits
- Kept informed through the Academy's newsletters
- Encouraged to meet the teacher
- Invited to attend parent consultations
- Offered support for bi-lingual families
- Provided with guidance for children with special educational needs
- Given advice on how to potty train their child if required.
- Advised on school uniform
- Invited to workshops and open days

Links with the community and other agencies

The local community

We try to make learning relevant to the children by making use of the local community by visiting:

Local parks and shops

- Local businesses
- Churches and other religious buildings
- Residential homes

In addition, people from the community are also invited to come in to talk to the children (police, school nurse, firemen, vets, vicar etc.)

Professional and Local services

We have strong links with the following:

- Speech and Language service
- EAL support
- Health Professionals
- Specialist Teachers

Policy review

To be reviewed annually.