



Early Years Foundation Stage Policy

Autumn Term 2015

Review Date – Autumn Term 2017

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. ... 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.”

Statutory Framework for the Early Years Foundation Stage.
Department for Education, 2012

At Southerny Academy, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

We believe that every child is unique and has the right to learn in a safe and stimulating environment that is caring and one that fosters children's independence. We will provide a variety of play-based learning experiences and encourage each child to reach his/her full potential.

Staffing and Organisation:

At Southerny Academy, we have one mixed aged Reception and Year 1 class that has the use of a large classroom and dedicated outdoor area. The classroom has a carpet area and the rest of the space is organised into learning zones for the children to access. There is a full time teacher, Miss Ashby, supported by two full time teaching assistants that are split between morning and afternoon sessions. Other teaching assistants may be deployed in Reception based on the needs of the children.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Planning:

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning: Communication and Language, Physical Development, and Personal, Social and Emotional Development.

In addition, there are four core areas of learning: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Our planning has a sharp focus on the children's needs, their interests and their stages of development. This is supported by the parent / teacher communication sheet sent home weekly. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know. At Southery Primary School, we deliver a creative curriculum, which is based around a new topic each half term. Medium term planning shows the key learning experiences for each area of the curriculum. This will be used flexibly, choosing learning experiences to meet the needs and interests of the children. At the beginning of each topic, the teacher will lead and promote the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium term plan.

Short term planning shows the learning opportunities that will be available over the week. This will incorporate information collected through child-initiated observations and parent feedback sheets. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Observation and Assessment

At Academy, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make

'snapshot' observations on post it notes. Notes about guided activities are recorded on class record sheets. In addition, each child is the focus of a long observation at least once a half term and has targeted experiences planned for them the following week. Each child has a 'Learning Journey' Book and all observations are gathered here along with examples of work and parental contributions. This will be shared with parents / carers on a regular basis.

In the first half of the Autumn term, we will be using the Early Excellence Baseline Assessment. This allows learning opportunities to be pitched appropriately. This information is closely monitored to ensure that all children are making good progress. In the Summer term, the teacher will consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation and discussions with parents and carers.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made. At the end of the year, a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning will be available for any Year 1 teacher. This helps to create a smooth transition and assists with the planning of activities in Year 1.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. Resources are clearly labelled and organised into learning zones, enabling the children to access them with a high level of independence. The teacher will use the Ferre-Laever's level of involvement to assess the resources and children.

Parent Partnerships

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. This is supported by a communication diary and planning for your child sheet. Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home detailed reports. There are regular opportunities for parents to view their child's Record of Achievements. We welcome contributions from home and provide postcards for parents and carers to complete. The children take reading books and story sacks home to share. There are open mornings or afternoons every half term where parents can find out how their child learns in school.

Inclusion and Equal Opportunities

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;

- stretching and challenging all children.

Please refer to the school's Equality of Opportunities and SEND policies.

Transition from Pre-school to Reception

We work closely with our feeder settings to ensure that the children make a smooth transition to school. In the Summer term, we organise opportunities for children to visit our school. The teacher makes additional visits to talk to pre-school staff and visit the children in their pre-school setting.

We hold a transition meeting for new parents in the Summer term, where we outline daily routines and expectations. The children start school on a part-time timetable. After two weeks, they begin full-time. Routines such as assemblies and playtimes are built up gradually, with support from the children's key people.

Adopted by the Principal and Governors March 2016

Monitoring of the policy will be undertaken by the Local Governing Body

Signed _____ Principal

Signed _____ CoG

Date _____