

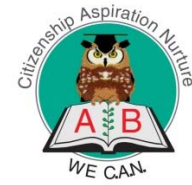
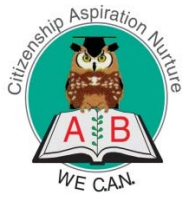


Albert Bradbeer Primary Academy

# Early Years Foundation Stage Policy

Dated November 2016

for review in November 2018



The Early Years Foundation Stage (EYFS) covers development of children from birth to the end of their Reception year. Albert Bradbeer Primary Academy has Footsteps Day-care which takes children aged 2, 3 and 4 years old. Within the Academy there is a Nursery class which takes 39 children (full or part time) and two Reception classes which take 60 children in total. Staffing is at recommended ratios. A qualified teacher works in the Nursery class, two qualified teachers in Reception.

### **Aims**

In the Early Years Foundation Stage, we aim to create an environment which is always safe and secure; somewhere the children feel happy and are able to develop. We aim to provide motivating and enjoyable experiences that enable children to become confident, independent learners. We support the views of the EYFS Statutory Framework 2012 which states that:

*“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 the age five have a major impact on their future life chances.”*

At Albert Bradbeer we believe strongly in the importance of play, it is therefore at the foundation of our practice. EYFS states that:

*‘Each area of learning and development must be implemented through planned, purposeful play... Play is essential for children’s development, building their confidence.’*

*‘It is as they play that children bring together everything they think about, feel about and know of people and their lives as a whole. We could say that play co-ordinates a child’s learning. It helps them to make sense of what they learn.’*

Tina Bruce

Children need to play because:

- Choice leads to motivation and personal satisfaction
- If they have chosen to do something they are more likely to persevere when faced with a difficulty – to solve their own problems
- They are able to learn in their own way and at their own level of understanding
- Understanding is more likely to be retained from discovery than instruction
- Action increases the connections that are made and reinforced in the brain
- Reliving and retelling consolidates understanding and gives ownership

*'Tell me and I forget, show me and I remember, I do and I understand'*

Confucius

The learning environment is planned to provide core areas which are available to children all of the time which is referred to as 'continuous provision' and which supports the children's 'play' as described above. It also supports the three characteristics of effective learning as described by 'Development Matters in the EYFS' as follows:

**Playing and Exploring** – finding out and exploring, playing with what they know and being willing to 'have a go'

**Active Learning** – Being involved and concentrating. Keeping trying, and enjoying achieving what they set out to do

**Creating and thinking critically** – having their own ideas, making links and choosing ways to do things

These characteristics are key in developing a positive attitude to learning and apply to learners of any age – they are lifelong skills. Continuous provision supports our children to be curious, to apply their knowledge and skills, to persist or try something different when faced with a problem, to show satisfaction and pride in achieving for its own sake rather than for reward, to show high levels of concentration and fascination and to plan, do and review activities or tasks.

All staff across the Early Years follows the same approach to systems, routines and learning environments through the use of the Early Years Handbook. This ensures that processes are consistent and children are provided with the same opportunities. This also enables any staff that are new to the setting to be working alongside the children continuing the systems that are already in place.

#### **THE EYFS IS BASED ON FOUR PRINCIPLES**

- A unique child
- Positive relationships
- Enabling environments
- Learning and developing

#### **A UNIQUE CHILD**

We acknowledge that every child is a competent learner who can be resilient, capable, confident and self-assured.

All children are individuals and at Albert Bradbeer all children are respected and nurtured regardless of their ethnicity, culture, religion, home language, background, ability or gender. We recognise that children learn in different ways and at varying rates and all children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENCO is

called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEND Policy.

Through continuous provision children are able to return to favourite activities and develop their skills and learning at their own pace. It gives them confidence knowing what is going to be available.

### **POSITIVE RELATIONSHIPS**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring and respectful relationships with both children and their families. In Nursery children will be allocated to a family group which is led by a key worker to help them become familiar with the setting, offer a settled relationship for them and to build a relationship with their parents. The Nursery Teacher has overall responsibility for all children.

In Reception children work across the two classrooms throughout the day and are assigned to one of the classes where the Teacher and Teaching Assistant are the key workers for those children. They assist in the delivery of focused activities and are critical in identifying any gaps in learning to allow for more direct teaching to ensure a clear understanding. The overall role of the key worker across Nursery and Reception is to ensure that every child within their group is happy, feels safe and has someone they can go to with any issues or worries.

We recognise the importance of relationships both between children, between adults and children and also between adults in the setting. We encourage tolerance, kindness and an 'all friends together' attitude. Continuous provision gives practitioners more opportunity to develop a better understanding of the children's personalities, needs and attitudes and to build positive relationships.

Parents are children's first and most enduring educators and we value the contribution they make to their progress and development. We recognise the continuing role that parents have in educating their children by:

- ❖ Home visits by staff for all Nursery children
- ❖ Home visits by staff for all Reception children who have *not* attended Albert Bradbeer Nursery Class
- ❖ Induction meetings for both Nursery and Reception for parents where they hear key information, visit the setting and meet the Head Teacher, Foundation Stage Leader and their child's class teacher and teaching assistant. The Family Support Worker is also available at these meetings to meet parents and offer support.
- ❖ Transition visits for all Reception children independent of their parents over a period of time in June and July so that the children become familiar with the new setting and adults
- ❖ Transition visits for Nursery children alongside their parents in the Summer term
- ❖ Stay and Play sessions for Nursery children and their parents in September to settle the children in
- ❖ Hold meetings / workshops for parents to inform them about phonics teaching
- ❖ Informing parents about how the electronic assessment tool "Tapestry" works and encouraging them to sign up and add comments about their child's learning at home

- ❖ Hold formal parents consultation meetings early in the Autumn term and each term throughout the year
- ❖ Sending termly curriculum letters advising parents of the topics to be covered
- ❖ Using IT in the form of Twitter, Blog and Website to inform parents
- ❖ Inviting parents to a class assembly and performances during the year
- ❖ Sending home termly report cards and an end of year report
- ❖ Encouraging parents to talk to practitioners at the earliest opportunity if they have any concern, practitioners being available on a daily basis

We encourage a professional relationship with all parents enabling us to have 'parents as partners' in all aspects of the children's well-being and education.

*"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents"*  
Jane D. Hull

### **ENABLING ENVIRONMENT**

We aim to create an attractive and stimulating environment where children feel confident and secure and can challenge themselves. Continuous provision means that the children have daily access to an indoor and outdoor environment where specific areas and resources remain constant. Children need this continuity:

- To give them confidence – they know what to expect and what will be available
- To give them independence – they are able to make their own choices about which area they access and then which resources they will use, they are self-motivated because they are focused on ideas that matter to them
- To enable them to develop social and emotional competence – opportunities to play alone, with others and with adults
- Because familiarity leads to mastery – practice makes perfect! And security leads to competence

During independent activities children are supported by sensitive, knowledgeable adults who play alongside or with them, who model skills and activities and ask questions to help children develop their thinking and learning. The areas of provision may also be enhanced to enable children to pursue particular interests or to develop particular skills.

### **LEARNING AND DEVELOPMENT**

Areas of learning are defined in the 'Development Matters in the Early Years Foundation Stage' as follows:

#### **PRIME AREAS**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

## **SPECIFIC AREAS**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Practitioners in Nursery will focus strongly on the three prime areas which are the basis for successful learning because they reflect the key skills and capacities all children need to develop and learn effectively. Practitioners will continue to focus on the three prime areas but specific areas have a greater focus in Reception. All areas have age-related expectations for children up to 5 years and all areas are inter-connected.

Whilst we are passionate about independent learning we also recognise the importance of adult led activities. In Nursery and Reception children will work with their family groups, as a whole class and sometimes in small groups. In Nursery children will be exposed to Phase 1 Letters and Sounds. This is then built upon in Reception where children will begin Phase 2. These are taught in classes to begin with and after a half term in Reception they are split into differentiated groups across Reception.

We are dedicated to providing the best opportunities and learning potentials for all children including those with English as an Additional Language (EAL). We ensure there are language development activities and inclusive resources which enable all children to work and play without language being a barrier. We provide Speech and Language Therapist Assessment for children in Nursery and Reception using the Wellcom materials.

## **OBSERVATION AND ASSESSMENT**

As part of our daily practice we observe and assess children's learning and development to inform our future planning. We record our observations in a variety of ways including notes and photographs which are compiled in a 'Learning Journal'. This is completed electronically using "Tapestry" which parents can access by secure login online. This is started in Day-care and also used in Nursery and Reception. Regular assessment of phonic skills and reading takes place to ensure that children are working at the appropriate level.

## **Transition**

A large number of children move from Albert Bradbeer Nursery class and Footsteps Day-care into Reception. Foundation Stage Staff hold transition meetings to ensure they are fully informed about the abilities and needs of the children coming into their classes. The staff also visit the children in their summer term setting. The following procedures support good transition:

(See "Positive Relationships" section above)

Transition booklets and activities for children to complete are sent out to everyone in the summer term. These contain photographs of staff and the setting.

Into Year One:

Staff hold meetings in the summer term where books, assessments and any SEN are shared; the children visit their new teacher and classroom; the Year One teacher will visit the children in Reception; Parents/Carers are able to meet the Year One teacher in the final parents' evening.

In line with EYFS Statutory Framework 2012 at Albert Bradbeer Primary Academy we undertake to:

- ❖ Provide fresh drinking water
- ❖ To provide healthy snacks and drinks
- ❖ To have an Early Years paediatric First Aider
- ❖ To promote good health, preventing the spread of infection and taking appropriate action if children are ill
- ❖ To manage behaviour in an appropriate manner for the children's stage of development and through the academy's behaviour policy
- ❖ Ensure that premises, furniture and equipment are safe and suitable for purpose.

Signed \_\_\_\_\_ November 2016