



West Thornton Primary Academy

Early Years Foundation Stage policy

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J. Robson 12/2/2019

Signed by Governing Body



Early Years Foundation Stage Policy

INCLUSION AND SAFEGUARDING STATEMENT:

We are committed to creating futures for all in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

In the Synaptic Trust all pupils are valued, inspired and respected within our happy, welcoming family.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. Across the trust we celebrate this diversity by valuing the contribution of all pupils and providing a learning environment that encourages interdependence.

Our trust is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

Aims of the Early Years Foundation Stage

The Synaptic schools aim is for every child to become an independent learner, choosing and using resources for themselves and beginning to take risks and make links with their learning. We encourage children to have a questioning approach and to co-operate with one another and staff. We respect each other and the environment.

We help children learn by:

- Becoming involved in their play based learning
- Interacting with them and enabling them to succeed by given them the resources and skills
- Talking about what they are learning
- **Modelling language in communicate to print SEN friendly images.**
- Modelling language and sentence stems in speech and displays to develop language acquisition of our EAL learners
- Asking higher order-questions and also those which are higher level to promote critical thinking
- Modelling positive learning behaviours and-promoting collaboration and team work
- Valuing their contributions and building their self esteem
- Understanding mistakes are good and that shows learners that we build problem solving and resilience into our learning
- Building new skills and getting children to teach another that skill
- Making observations of children whilst learning-and using this knowledge to move their learning on

Outdoor learning is an integral feature of learning across the Early Years Foundation Stage in all schools in the Synaptic Trust and reflects the learning which takes place indoors. **Children have regular, sustained outdoor access in the daily timetable.**

We believe that children learn effectively when they are interested and motivated and able to initiate activities. All schools in the Trust plan carefully using children's interests listen to pupil voice as a starting point. Individual schools may differ slightly in the way in the way in which planning is structured but all use observations of the children at play as the basis for their planning framework.

We recognise parents and carers are a child's first educators. It is the partnership between child, school and home that makes the Early learning progress and attainment successful. In the EYFS, staff work as a team, in

partnership with pupils, parents/carers. We value and build upon the varied experiences which each child brings to school.

The Synaptic Trust follows the Early Years Foundation Stage Curriculum

The Reception classes form the Early Years Foundation Stage, which has its own special curriculum.

Children develop in widely different ways at this age and activities are geared for their individual needs. There are seven **main** areas of learning in the Early Years Foundation Stage.

There are three prime areas: Prime areas are fundamental, work together, and lead on to support development in all other areas.

- **Personal, Social and Emotional Development.** This area of learning forms the basis upon which the children's success as future learners will depend and links closely with the development of British Values. It focuses on the child's attitude towards learning, and the way they work as a member of a group. They learn how to help each other and build up confidence in themselves.
- **Physical Development.** The children develop fine motor skills such as holding and controlling a pen and cutting with scissors. They develop gross motor skills such as spatial awareness, jumping and climbing safely, using an outdoor play area and the PE apparatus.
- **Communication and Language.** Children learn how to share news, join in role play and tell stories. This extends their vocabulary. They develop their listening and attention skills and their understanding of language.

There are four specific areas: Specific areas include essential skills and knowledge for children to participate successfully in society.

- **Literacy.** This includes reading and writing. They share books and handle them with care. The children learn about the importance of reading in everyday life. They learn the names and sounds of letters, and begin to read a variety of books and print in the environment. The children will have the opportunity to write in a range of real life contexts, such as writing lists, making books and jotting down messages. They progress to using letters and sounds they have learned in writing for a range of purposes.
- **Mathematics.** The children are introduced to basic mathematical concepts, such as sorting into sets, matching, pattern, measure and shape. They use and recognise numbers from zero to twenty and beyond, and develop an awareness of larger numbers in their every day lives, such as their door number. They begin to understand the concepts of addition and subtraction.
- **Understanding the World.** The children use their senses to explore the world around them, and to become familiar with their immediate environment. They learn how to use a computer to support their learning. They find out about past and present events in their own lives and they learn about the cultures and beliefs of others.
- **Expressive Arts and Design.** The children will be given the opportunity to express themselves through painting, drawing, collage and textiles. They will engage in imaginative role play and model making. They will also have the opportunity to respond to a variety of music and experiment with a range of musical instruments. They develop their skills in construction and design using a variety of materials and tools.

The **West Thornton Academy** uses in the moment planning instead of a scheme of work:

The Teacher's in EYFS plan around the pupils' needs and interests daily. There is a yearly outline whereby they plan annual events such as: Chinese New Year, valentines, Christmas, Diwali and many more. The Teacher's believe this way of planning equips practitioners with the practical ideas and inspiration they need to create a happy learning environment for every child from a variety of backgrounds.

The EYFS team now work closely with a linked Deputy who supports them with the organisation of the classroom and outdoor area and rationales behind this. This Deputy has years of experience in EYFS settings and will develop tight routines with the EYFS teams to establish boundaries that ensure children are safe, happy and able to explore and learn.

The EYFS team throughout the year has EYFS CPD that develops their understanding around: the role of the adult, links with parents, children's individual needs and the key areas of learning and development. Each week the EYFS team highlights what the outcomes have been for children have been, emphasising how 'planning in the moment' is the best way to meet the requirements of the EYFS and the individual needs of the children.

Transition

In order to ensure children start happily and with confidence at our schools we work closely with parents/carers. **We may make home visits or we may arrange 1:1 meetings** in school to discuss and gather all appropriate information about the child's needs. We contact previous settings whenever possible to discuss the child before entry.

When the children are moving on to Year 1 we ensure the children visit their new classrooms and meet their new teachers whenever possible. Parents meetings are held to inform parents of changes and expectations in Year 1.

Behaviour

Our behaviour policy makes it clear what is considered acceptable and what is considered unacceptable behaviour. The aims in our policy are:

- We aim to establish a caring and challenging school community where all pupils feel valued and develop a love of learning.
- We aim to encourage self-discipline and to keep rules and regulations to a minimum.
- As members of the community we aim to build positive relationships with each other, with the children and their families.
- As members of the school community we all have rights and responsibilities. We believe that everyone at school is important and is to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.
- We involve parents/carers in their child's behaviours and work with them in order that their child thrives and learns in a safe, happy environment.
- **We communicate with parents/carers by sending them messages via an app called Marvellous Me to share good learning behaviours.**

- We ensure that the children learn about e-safety and how to keep themselves safe online. More information can be found in our E-safety policy.

In the Early Years setting at [West Thornton Academy](#) we have adapted the behavior policy to make it more visual for young learners to understand behavior, promote chances and making the right choices. For example, in the Reception settings we [have adopted a simple 'traffic light and gold star' image](#). All children have their names on the traffic lights every morning and throughout the day they are expected to finish on the green or gold star image. However, on some occasion children make the wrong choice and may end up on the amber and red image. Throughout the day they are given the opportunity to make the correct choice and move back onto the green and gold star image.

[Across the school we adopt a reflection area on the occasions when children have been reminded, given chances to change their behaviours but this not been effective. Therefore they are sent to a reflection area for an agreed amount of time related to their age. Parents and carers will be notified their child's behaviour both positive and if targets need to be made.](#)

Early Years Pupil Premium (EYPP)

Children aged between three and four years old who attend state-funded Early Years provision are eligible for the EYPP for a variety of reasons. The funding will be used by the school to provide additional support for these children. The support provided depends on the needs of the child. The school will monitor and evaluate the impact of the additional support in order to ensure school readiness.

Summer Born Children

Parents of summer-born children (children born between 1 April and 31 August) now have the right to delay their child's education for a year. This means that children can enter reception as they turn 5, rather than just after their 4th birthday. We believe that parents are best placed to make such an important decision and will support families, whatever they decide.

How we support all children?

All children are assessed against their Age Related Expectations. There are no direct comparisons from children who are summer born against their peers who may be older, such as Autumn and Spring born. Therefore, all EYFS practitioners observe all children, plan for each individual need, assess against Development Matters objectives and teach new skills. Children of all needs such as (SEND pupils, EAL pupils and pupils with physical needs) are identified early and internal and external specialists work alongside us to provide us with professional support to meet the varying needs.

Recording and assessment

We recognise the value of records based on information shared between home and school. Assessment will concentrate on the children's strengths and areas for development, in order to celebrate their achievements and set the next goals for learning.

Recording and observation are ongoing in the EYFS. Staff will observe and assess children through planned observations. In this way, each child's development and progress will be monitored regularly. Observations and notes about achievements are shared with parents during the year. **We welcome comments on the**

development and interests of the child from home. This information shared between home and school will enable us to plan the most appropriate activities to progress each child's learning.

The Early Years Foundation Stage Profile (EYFSP) is the national assessment scheme for the Early Years Foundation Stage. It is designed to help teachers' record observations through the year and summarise children's achievements at the end of the early Years Foundation Stage. The EYFSP covers each of the seven areas of learning in the Early Years Foundation Stage Curriculum.

All parents/carers have access to their child's individual profile. Parents/Carers can also add photos and observations of their child/s learning at home. This is achieved through our assessment and tracking tool known as Target Tracker.

Baseline assessments will be made at the start of the year. The children are tracked using a data tracking and assessment tool called Target Tracker throughout the year. It provides the school with formative and summative reports that input into the pupils end of year assessments and reports.

Phonics, Reading and Writing

In EYFS children are expected to reach all early learning goals. At [West Thornton Academy](#) we have decided to use a variety of schemes of work. We use 'Jolly Phonics' songs to engage children early on. We teach pupils using the Government's 'Letters and Sounds' phase phonic order. We will teach pupils about letter formation using 'Read Write Inc' displays and sounds cards.

In the Autumn 1 term we will teach children about holding and handling books from a library. We will assess them against phase 2 phonic sounds 's,a,t,p,i and n'. Then we will introduce them in Autumn 2 to levelled reading books that support what we have read with them in school so the parents can see their reading level and progress and make comments in their [home learning log](#).

Throughout the year the EYFS team will invite parents/carers on set days throughout the year, to see and learn how we teach pupils phonics, reading and writing.

It is important that children develop physical development throughout the Early Years and beyond. We will support **your child with holding their preferred mark making tool and we will start encouraging children to explore 'Big Write' sessions.** This will be led by the EYFS team and throughout the year you will learn about the writing journey of your children will take and we hope you will learn to understand that all marks that children make have meaning.

We aim to teach children that sounds make words, words make sentences and sentences make stories. This is an Early Learning Goal. As long as your child's sentences are phonetically plausible and have meaning this will mean that they would reach an expected level of learning.

[The EYFS Deputy alongside members of the EYFS team will run workshops with parents/carers to help them understand what a Good Level of Development is.](#)

Maths

Children will experience maths and mathematical concepts in all areas of EYFS learning areas. If they are given the knowledge, skills and resources they can bring problem solving, calculation and reasoning into everything they do. Your child will be given a maths book in Autumn 1 to record their number and shape space and measures work. We hope that you will join us on their journey to help your child achieve the Numeracy Early Learning Goal.

Home Learning

Parents/carers will be given home learning logs. It is a requirement that children read **once a week** in school and will be given the opportunity to change a library book. We want children to have a love of reading and a thirst for learning. We want them to read print their environment, labels, packaging, instructions in recipe books, comics, ipad games and rules etc.. We just want pupils to read for a purpose. We need parents/carers support and enthusiasm in this area of learning **and read with their child daily**.

Equal Opportunities

All Synaptic Trust schools believe all children are special and have individual needs and plan a broad based, inclusive curriculum appropriate to the needs, abilities and interests of the individual child.

We encourage children to develop respect for themselves, others and the environment, and to listen and value the contributions each child has to make.

We learn about each other's cultural backgrounds and learn to respect one another through day to day teaching and diverse experiences.

As highlighted in the Equality Act 2010 in Schools. Pupils cannot be discriminated against because of their:

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

All children, are encouraged to undertake a wide range of experiences such as cooking, construction, computing or role playing.

Security

A child's safety at all Synaptic Trust schools is paramount. Risk Assessments are carried out to ensure robust, safe working practices are in place and staff follow procedures and these are re-evaluated regularly. Entrances and exits are closely monitored.

Safeguarding/Child Protection

We have a legal duty of care to protect all children from harm. We look after a child while they are in school but we also look after their best interests outside school. In the first instance we believe any disclosures a child makes, and will refer them to other agencies if necessary. All legal procedures are followed. The Designated Safeguarding Leads will be informed. All staff have regular training on Safeguarding/Child protection and know that we all have a duty of care for all children in our care.

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Reviewed by:

Teacher, TA's, Head Teacher and Governor

Teacher Comments:

Teaching Assistant Comments:
Head Teacher Comments:
Governor Voice:

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