



Early Years Foundation Stage Policy

London Academy Primary Early Years Foundation Stage Policy

“Children are born ready, able and eager to learn. They actively reach out to interact with other people, and the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments”.

Development Matters in the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us at the beginning of the school year in which they are five. They begin attending school full time after a two-week settling in period.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At London Academy Primary we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We identify that children develop in individual ways and at varying rates. Childrens attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of ‘differences’. All children at London Academy Primary are treated fairly regardless of race, religion or ability. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of children’s range of life experiences and specific interests when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and help them understand the importance of respect and responsibility. We provide children with positive choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological wellbeing of all children. (See Whole School Safeguarding Policy)

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them".

Development Matters in the Early Years Foundation Stage

At London Academy Primary we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- Promote the welfare of children;
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- Ensure that the premises, furniture and equipment are safe and suitable for purpose;
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At London Academy Primary we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Behaviour

At London Academy Primary we recognize that four and five year olds are still learning how to work with and get along with each other, and are finding out what's acceptable and what's not.

This is the type of learning that is best shared by parents and school working together. We are tolerant and patient when helping the children get on with each other. We follow 'Golden Rules' to help children develop their understanding, but also to ensure positive behavior scripts are being used by all staff. These are as follows:

- We are kind and helpful;
- We Listen;
- We look after property;
- We are honest;
- We work hard.

We constantly strive to reinforce all that is good in the way of work, behaviour and standards. Our aim is to find something about which to be positive and to keep negative comments to a minimum. Children will be rewarded on a weekly basis with a special treat at the end of the week that will be decided and discussed together (Golden Time).

The Golden Rules model is visual and gives children the opportunity to reflect on their behavior. Golden Time is a reward for pupils who behave consistently well. Children who break a Golden Rule will receive a warning. If the poor behaviour continues, they will lose a minute of Golden Time. Further minutes may be lost if the poor behaviour continues – each time following a warning. Two principles must be remembered: No child should ever miss the last five minutes of their Golden Time and no child will ever have any more than one minute taken away at a time. This will be displayed to children on a Golden Time Chart and gaining a minute of their Golden Time back will reward positive behavior. Ways in which children can gain this time back should be discussed with children in a positive way.

Other Rewards Include:

- Stars;
- Stickers/Stamps;
- Verbal Praise;
- Sharing good work with peers/Other staff/Parallel class;
- Sharing achievements in assembly;
- Making children 'Special Helper' for the day;
- Work/Behaviour commended to Phase Leader or Executive Principal;
- Choice of reward, e.g. choice of activity for a set period of time;
- Certificates.

Sanctions

It is to be remembered that sanctions are put into operation to try to ensure that the pupil concerned appreciates that the behaviour exhibited is unacceptable. Many sanctions have only limited value, and teachers should be sure of the end result they wish to achieve before invoking them. Sanctions should always be appropriate to the age and stage of development of the individual child.

Other possible sanctions may include:

- Withdrawal from an activity (This does NOT mean exclusion from an area of the curriculum e.g. P.E. as a punishment!);
- Time Out – Children are asked to sit down and have some ‘calm time’ and then invited back after a short period to talk about why their behavior was unacceptable and what they could do differently next time;
- Verbal apologies;
- Referral to Phase Leader;
- Parental involvement;

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Meeting Parents and Carers before their child starts school at information and induction evenings;
- Offering a home visit to every child and spending time with all children in their home environment;
- Offering parents regular opportunities to talk about their child’s progress in our Reception class;
- Offering parents an ‘open door policy’ and making sure key members of staff are available to deal with questions or concerns;
- Holding Parent ‘Stay and Play’ sessions on a weekly basis;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Share days, Class assemblies, Sports Day etc;
- Using all relevant festivals and celebrations as a way to involve parents in their children’s learning;
- Providing parents with two formal consultations per year to discuss targets and to offer EYFS profile feedback;
- Providing a written report at the end of the academic year outlining the results of the EYFS profile;
- Using our online assessment and monitoring system (Tapestry) to share daily observations with parents and create a two-way dialogue in response to learning outcomes.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The initial numbers within our foundation

stage will allow all members to have a small number of key children. All children will have a 'Key Person' and this will be communicated to parents and the role explained.

As a new school we will endeavour to establish good links with local nurseries and preschools throughout the year. We will review transition records and make relevant follow-up enquiries with existing providers or outside agencies. The EYFS team and executive principal will meet to discuss new intake children prior to their starting date after home visits have taken place.

Enabling Environments

At London Academy Primary we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning. We will always ensure that planned provision, both continuous and intention-led, is challenging but achievable and that activities and experiences extend the children's learning.

Observation, Assessment and Planning

"Objective-led planning has to be the most effective way of taking teaching into the children's play that I have ever used...The success of objective-led planning is based on the fact that you go to them"

Alistair Bryce-Clegg (2015)

London Academy EYFS follows an objective-led model. This uses 'need' as the starting point for learning and not the activity. Each week, EYFS team members will make a statement of childrens' current performance in chosen areas of learning that have been identified as a priority. Next steps for development will then be decided based on Development Matters. Teachers will then take these chosen objectives into the childrens' observed play. We recognise that this is the most effective way to ensure high levels of engagement. Effective differentiation is achieved because individual needs have already been identified. Practitioners will be aware of developing interests and create weekly starter activities to inspire new learning and ideas. This model allows EYFS staff to find motivation in their learners and capitalise on it. We will ensure that objective-led planning is successful by:

- Choosing relevant areas of weekly focus that have been identified by observation, assessment or curriculum coverage;
- Working as a team to establish attainment levels for all children and establishing relevant and tangible next steps for learning;
- Making sure that all staff have access to their own copies of the objective-led planning sheets;
- Having daily feedback sessions.

In addition to the objective-led planning, plans will be formulated on a weekly basis for Physical Development sessions, daily phonics sessions and units for Mathematics Mastery and daily maths meetings (See Mathematics).

We will follow the 'Letters and Sounds' phonics scheme and teach children formation using 'pen-pal' letter families.

Assessment

Observations, assessments and work samples will be recorded using an online learning journal (Tapestry) and this will be used to track coverage of the curriculum for every child and assess their development throughout the year. At the end of the year each child's level of development will be recorded against the Early Learning Goals and this forms the Early Years Profile. A written summary of every child's score within the profile is also shared with parents and parents are invited to discuss these judgements with the EYFS teacher.

Formative/Summative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development, are built up throughout the year and recorded in their online learning journal on our online assessment tool – Tapestry. Examples would include work samples, photos, videos, narrative and short observations and parent observations. All early years staff, including teaching assistants and volunteers will be expected to contribute relevant observations.

All children will receive a baseline assessment. Observations and judgments for this can commence as soon as a child starts school. We are currently trialing the EExBA scheme. Baseline judgments will all be completed within a six-week observation window. Any new children who join the school throughout the year will receive the same entry baseline and this too will be carried out within a six-week observation window. This data will then be submitted to the EExBA database for analysis.

All class teachers will submit mid-term data into Tapestry and in-house moderation of all data will take place. Class teachers will then meet with the Early Years Leader to discuss data and generate an outline plan for priority areas and children for the following half-term.

Progress will be judged against the age-related bands set out in development matters. Reception expectations are as follows:

40-60 months = Inline with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classrooms are divided into learning zones, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. Children can explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that aim to enhance development in the prime and specific areas of learning.

The Statutory Framework for The Early Years 2014 states that practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are identified as:

Playing and Exploring

Through play, our children will explore and develop learning experiences, which help them make sense of their world. They will practise and build up ideas, and learn how to control themselves and understand the need for rules. They will have the opportunity to think creatively alongside other children as well as on their own. They will learn to communicate with others as they investigate and solve problems. They will feel free to express fears or re-live anxious experiences in a controlled and safe environment.

Active Learning

Active learning occurs when children are motivated and interested. Our children will be offered independence and control over their learning through our objective-led teaching model and the continuous provision that will be based on need. As children develop their confidence they will learn to make decisions and take ownership of their learning.

Creating and Thinking Critically

Our children will be given opportunity to be creative through all areas of learning, not just through the arts. Adults will support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children will be able access resources freely and will be allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of three Prime Areas of learning and four Specific areas of Learning.

Prime Areas:

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

Prime areas are fundamental, work together, and are to move through all areas of the curriculum to support development. They are not delivered in isolation.

Specific Areas:

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

Specific areas are those that include the essential skills and knowledge relevant to separate subjects taught in later Key Stages throughout the school.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Prime Areas:

Personal, Social and Emotional Development

We will:

- Foster and develop relationships between home, school, and the child's wider community;
- Encourage children to learn to work, share, take turns and co-operate with others;
- Inspire children to be independent and make choices for themselves;
- Support children in developing sensitivity towards the needs of others and to respect other cultures and beliefs;
- Enable our children to become confident and develop a positive self-image.

Physical Development

We will:

- Give children opportunities to move to music, use equipment, develop and practice their fine and gross motor skills;
- Develop children's understanding of how their body works and what is needed to be healthy. This is done in both the indoor and outdoor classrooms and by working with a wide range of resources.

Communication and Language

This area covers all aspects of language development and provides the foundation for literacy skills.

We will:

- Develop children's competence in speaking and listening;
- Extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions;
- Encourage children to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas;
- Encourage children to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Prime Areas:

Literacy

We will:

- Use a variety of resources to help children develop early literacy skills. Children will be encouraged to use the mark-making areas indoors and outdoors independently but they will also take part in objective-led activities.
- Carry out daily teacher-led activities. This will include a 20 minute phonics session in line with the 'Letters and Sounds' Scheme, whole class shared reading, and small group guided reading and writing;
- We will make a finger-gym available for children to develop the necessary fine-motor control required for writing;
- We will consistently follow the 'pen-pals' scheme for letter formation, so that children can develop an understanding of 'letter families' for successful handwriting, when ready.
- Carry out daily story and book sharing, including non-fiction texts.

Mathematics

"We have developed a teaching curriculum that has high expectations for every child, spends more time on fewer topics and focuses teaching on using mathematics principles to problem-solve"

Mathematics Mastery 2015

London Academy Primary will start the Mathematics Mastery framework in 2015. This is a teaching model that ensures that children understand basic concepts thoroughly and then build on these skills throughout the year so that they gain a cumulative knowledge. We spend longer on topics so that pupils become fluent in them. There are three key features of the primary program that deliver pupils with a deep understanding of mathematics:

Objects and picture are used before abstract symbols;

Language development;

Problem Solving;

We will:

- Aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas;
- Children will be given the opportunity to learn about number, shape, space, position, pattern and measurement through the Mathematics Mastery teaching model;
- We will ensure that teaching has a specific focus on embedded learning and further conceptual development;
- Ensure that all EYFS teachers have the necessary training in delivering the Mathematics Mastery method.

Understanding the World

We will:

- Give children opportunities to solve problems, investigate, make decisions and experiment;
- Create a learning environment where children learn about living things, their environment, the world around them and people who are important in their lives;
- Develop computing skills and create activities that allow children to use modern technology.

Expressive Art and Design

We Will:

- Provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities;
- Provide opportunities to make paintings, drawings, collages, models and use basic musical instruments;
- Children will also learn new songs and rhymes and enjoy singing them with each other;
- Give the children the opportunity to participate in school productions and assemblies.

Outdoor Learning

We have an outside learning space which children have access to each day. We have all-weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classrooms and there are a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

At London Academy Primary we recognise the importance of outside play and we aim to create an outdoor area that is stimulating, exciting, takes account of the children's interests and is used throughout the year as a learning environment.

We will:

- Use the outdoor space as a natural resource for learning;
- Include the outdoor area when planning for continuous provision;
- Provide the opportunity for children to access the outdoor area on a daily basis;
- Ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity;

- Ensure the outdoors offers children the opportunity to develop their gross motor skills;
- Encourage the children to respect the outdoor environment and care for living things;
- Give children the opportunity to manage and use the space and freedom afforded by the outdoors;
- Teach the children to use tools safely and appropriately;
- We will conduct a risk assessment each day ensuring the area and resources are safe. All staff will be mindful of safety whilst outdoors and if they feel safety is compromised in any way they must report it to the EYFS Leader.

Monitoring and Review

It is the responsibility of the EYFS teachers and support staff to follow the principles stated in this policy.

The Executive Principal and Phase Leader will carry out monitoring on the EYFS as part of the whole school-monitoring schedule.