



Early Years & Foundation Stage Policy

Policy Document Control Sheet:			
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	Signed	Chair Of Governors	
From this date:	To be reviewed annually and displayed on school website.		

At The Ferns Primary Academy we follow the National Early Years Foundation Stage (EYFS) Framework and aim to provide high quality education that supports the development of well-rounded individuals who have a thirst for learning. We are a non-selective school and our curriculum is designed to meet the needs of all children, whatever their ability. We aim to help our children to achieve well, to become confident, mature and caring, and to take their love of learning on throughout their lives.

Structure of the EYFS

There are two age groups in EYFS at The Ferns Primary Academy;

- **Nursery:** Children join our nursery when they are 3 years old usually attend for 3 terms. The Nursery has two intakes, one in September and another in April.
- **Reception:** Children attend Reception full time. Teachers work together very closely to ensure children in both classes have access to a broad and balanced curriculum while taking into consideration children's individual interests and needs.

Organisation of the EYFS

- Reception is divided into 2 classes, each with up to 30 children.
- Each class has the support of a teaching assistant and a part time teaching assistant who supports both classes in the morning.
- The seven areas of learning are planned for by teachers. Specialist teachers teach weekly sessions of PE for the Reception classes.

- Both Reception and Nursery have key worker 'family group systems'. This helps children to feel safe and secure and gives parents more opportunities to discuss their child.

Structure of the week

- **Nursery** children attend school either five mornings per week or five afternoons per week for three hours. Morning sessions run from 9.00am to 12.00pm. Afternoon sessions run from 12:30-3:30. Children self-register on arrival at school. Teachers complete the register within 20 minutes of the start of a session.
- **Reception** class children attend school full time from 8.45am to 3.05pm. The school day includes a 1 hour lunch time and playtime, totalling 5 hours per week. Children self-register on arrival at school. Teachers complete the register within 20 minutes of the start of a session. We urge parents to be punctual so that children do not miss out on learning time and other children are not disturbed by latecomers.

Early Years Foundation Stage Curriculum Overview

At The Ferns Primary Academy we follow the national EYFS Framework. The values which underpin all provision are grouped into four guiding principles in a way which supports the development of the characteristic of effective learning and help to ensure that children are self-motivated in their learning. This forms the context for the seven areas of learning. These are carefully planned for by teachers and form our EYFS curriculum. At The Ferns Primary Academy we follow the principles of the EYFS while extending and enriching the curriculum to best suit our children.

Four Guiding Principals;

A Unique Child

At The Ferns Primary Academy we recognise that each child is an individual and competent learner. We encourage children to become capable, resilient, confident and self-assured by ensuring each individual is valued for their unique character, abilities, interests and cultural heritage. We believe that every area of children's development is equally important and provide an environment where children's needs and interests are central. We take into account children's range of life experiences when planning for their learning. By working closely with parents, we aim to provide a safe environment where children feel secure and are able to trust that an adult is available to meet their needs and support their development, whether at home or school. Children's health impacts enormously on their emotional, mental, social, environmental and spiritual well-being. We encourage children to develop healthy practices and support their independence.

Positive Relationships

Each child in the EYFS at The Ferns Primary Academy has a Key Person who respectfully acknowledges and supports their learning, needs and feelings, and those of their family. Where other staff members have key person responsibilities, these are overseen by the class teacher. This system helps us provide an environment so that children learn to be strong and independent through the formation of secure, warm and trusting relationships with each unique child and their family.

Enabling Environments

At The Ferns Primary Academy we believe that stimulating and safe indoor and outdoor environments which encourage children's independence are central to their learning and development. We observe children in order to tune into their interests, needs and abilities and use these to underpin our planning. A rich and varied environment is carefully planned to ensure all children learn and develop well, are engaged and making progress at their own pace. Children develop the confidence to explore in the safe, yet challenging environment that we offer. There is a strong partnership between staff and parents and carers. We are committed to supporting children to progress towards the outcomes of the national children's agenda, 'Every Child Matters': i.e. being healthy, staying safe, enjoying and achieving, making a positive contribution and becoming prepared for future work and economic well-being.

Development and Learning

The EYFS curriculum is made up of seven areas of learning and development. At The Ferns Primary Academy we plan for each of the seven areas and are committed to supporting each individual child, including children with special educational needs and disabilities, to learn through play and exploration as well as by setting appropriate tasks to challenge each child in their learning journey. We encourage creative and critical thinking by making sure a wide range of resources is available to the children and that links are made between the areas of learning so children are able to transfer and generalise their knowledge and skills.

The Seven Areas of Learning and Development

There are seven areas of learning and development that shape educational programmes in the Early Years. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

Staff must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

At The Ferns Primary Academy we welcome parents' involvement in their children's education, for example through frequent discussions (formal and informal), their contribution to the EYFS Profile, and by providing information about their children's home life, which we can build upon at school. The personal development of each child is very important to us and opportunities to help our children in this are threaded through our entire school programme, ethos and our everyday work. Examples include Stay and Plays, Christmas and Harvest celebrations, enterprise fundraising, workshops and the involvement of parents and the local community in the school.

The curriculum is reviewed annually to ensure that it remains fresh and up-to-date.

Curriculum Planning: An Overview

The seven areas of learning support, foster, promote and develop children's learning and development. At The Ferns Primary Academy we plan for the seven areas taking into account the children's

interests, needs, abilities and diversity as well as current events and broad topics. These are delivered through quality texts, topics and themes, as outlined in the long term plan.

1. Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

2. Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

3. Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

4. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials to ignite their interest.

5. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

6. Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

7. Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In planning and guiding children's activities, staff always reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching

and learning are: playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

- The children are given opportunities to explore, learn, and make sense of the world through structured play. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- Activities to promote play, learning and development are planned for both indoors and outside which encourages children to be active, enthusiastic learners. The children make their own selection of the activities on offer as this encourages independent learning.
- We expect our children to reach standards expected for their age in relation to the age-related criteria of the EYFS framework, and so we provide work that challenges and inspires them.

Curriculum Planning - Schemes of Work

Schemes of work for the EYFS:

- follow and enrich the national EYFS curriculum and takes full account of the four guided principals and the seven areas of learning.
- refer closely to 'Development Matters' which outlines children's expected development in stages from birth to five years and are also used to track breadth of planning and children's learning.
- are expanded into medium term plans for each term which incorporate all seven areas of learning. These are broadly topic-based and include current events which are relevant to the cohort of children.
- weekly plans including learning objectives in all six areas of learning, taking account of Development Matters and the EYFS Profile points as appropriate, as well as

children's current interests and needs. These are completed daily or weekly as appropriate to meet the ever changing needs of the children.

- daily teaching of synthetic phonics using the Read, Write, Inc programme.

Assessment:

Assessment for Learning

Assessment takes place all the time. The everyday process of teaching and learning necessitates ongoing assessment for learning, as teachers check on the children's skills, knowledge and understanding throughout sessions.

- Monitoring the learning and development of each child will take place through regular formal and informal observations, discussion, photographs, record keeping and planned assessments.
- Informal assessments to gauge individual children's abilities will take place at the start of the year.
- Evidence towards the completion of the EYFS Profile is compiled on an ongoing basis and is passed on to the next teacher at the end of each year. Evidence of children's learning and development is kept in each child's individual learning journey file, Literacy and Maths books and supports teachers in planning the next steps for individual children throughout the year. The information is also used to report on the progress in each of the seven areas of learning to parents.

Summative Assessment in Communication and Language, Literacy, and Mathematics

At the end of each term, and on an ongoing basis as appropriate teachers complete a tracking system for each child. This shows how each child is learning, developing and making progress. This is used for sharing and demonstrating progress with parents and as an additional tool for planning children's next steps - both for their current teacher and at the start of the year in their new class. Parents are given a clear indication of their children's

progress in the mid-year report, end of year report and the twice-yearly parents' consultation meetings. Our assessment and record-keeping system makes it easy for all to see children's progress, their strengths, and any slower developmental areas which can then be carefully addressed. Sometimes, children may experience particular on-going difficulties. The school always discusses these with parents, and extra support can be offered in the form of provision maps, resources, and additional ideas of how to support children's learning and development at home or referral to external agencies or services at children's centres in the community. Class teachers are responsible for seeking support from the Senco if they believe that a child under their care needs additional support.

Roles and Responsibilities

- The Early Years Leader is responsible for the leadership, management and development of the curriculum in partnership with staff.
- Each teacher has a copy of the EYFS curriculum, Development Matters plan and electronic copies of the EYFS medium term and weekly planning formats.
- Teachers adapt weekly plans to ensure provision is tailored to the needs and interests of children in their class.
- All planning is displayed on the planning wall and saved on the teaching drive.

Teachers are responsible for keeping this up to date with current planning at the end of each week.

- It is the class teacher(s)' responsibility to ensure that the curriculum is taught as planned, appropriately differentiated to meet individuals' needs as necessary, and that records of children's skills and progress are kept as required.

Reviewed: June 2014

Next Review Date: June 2015