



Early Years Foundation Stage

Policy Into Practice

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1.0. Introduction

This policy outlines the provision for Skegness Infant Academy offers to all its pupils aged three to five years. Children within this age range are taught in The Early Years Foundation Stage (EYFS).

The Foundation Stage has its own framework and is therefore treated as a separate Key Stage. Foundation Stage 1 (FS1) refers to three and four year olds and was formally known as Nursery. Foundation Stage 2 (FS2) refers to four and five year olds and was formally known as Reception.

2.0. Our Vision Statement

We aim to create a secure, play-based and integrated environment, where Foundation Stage children can become happy, independent learners and flourish and to achieve their full potential.

3.0. Admission Arrangements

Children enter Foundation Stage 1 in the September of the academic year they are 4 years old.

Children enter Foundation Stage 2 in the September of the academic year they are 5 years old.

We recognise the value of smooth transition from one setting to another and from 1 Key Stage to another. We have close links with all feeder pre-school settings and have regular meetings with the practitioners from these settings. We also have a smooth transition into Year 1 and enhance this transition for identified children.

4.0. Staffing and Organisation of Classes

In Foundation Stage 1 we offer 60 part time places where children can attend for 15 hours per week. Children can attend for each morning or each afternoon session for 3 hours per session. The FS1 classes are staffed by 1 qualified EYFS teacher and a minimum of 2 Learning Assistants.

Foundation Stage 2 is divided into 4 classes, each class has a maximum of 30 children. There are 4 qualified EYFS teachers and a minimum of 4 Learning Assistants.

The EYFS Department is led by the FS Leader who is part of the senior management team.

4.1. The role of all adults

At Skegness Infant Academy this includes:

- The recognition of the importance of the role of all significant adults; teachers, learning assistants and parents as partners
- The understanding of warm, caring relationships between adult and child, to provide positive and meaningful interactions that enhance self-esteem and confidence.
- The encouragement of well-planned quality play by adults who observe, interact and extend the children's activities in a way that positively affects the attitudes of learning that the children develop.
- The provision of an appropriate mix of directed and child-initiated activities.
- Promoting children's learning through planned experiences that are challenging but achievable.
- Modelling a range of positive behaviours
- Using and modelling language that is rich and grammatically correct to develop children's language.
- Direct teaching of skills and knowledge
- Planning the indoor and outdoor environment to provide a positive context for learning and teaching.

- Skilful and well planned observations of children.

5.0. Confidentiality

All adults working in the EYFS must understand that all information in the course of employment will be kept confidential. Details of children, families and staff must remain confidential and must not be discussed outside of the academy.

No staff may take photos or videos in EYFS using their personal mobiles or cameras.

6.0. The EYFS is based upon Four Principles

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

7.0. A Unique Child

At Skegness Infant Academy, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as stickers, certificates and rewards, to encourage children to develop a positive attitude to learning.

7.1. Inclusion

We value the diversity of individuals within the academy and do not discriminate against children because of 'differences'. All children at Skegness Infant Academy are treated fairly regardless of race, religion or ability. All children and families are valued within our academy.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to 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 with 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 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
- monitoring children's progress and taking action to provide support as necessary.

For those children with special educational needs, the focus will be on removing barriers for children and on preventing learning difficulties developing. Children's learning difficulties will be identified at an early stage and teaching will respond quickly to areas of difficulty. This will involve working closely with parents and developing an effective strategy to meet these needs. Advice and guidance will be provided by academy SENCOs and an Individual Provision Map (IPM) will be written. Outside agencies may become involved if necessary.

7.2. 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.”

At Skegness Infant Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for The 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 development and individual needs
- ensure that 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 is 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 EYFS and to meet the needs of the children.

7.3. Health and Safety

The school’s guidelines on health, medical and safety issues are followed by the EYFS.

Children will only be handed over personally to a Parent or Carer at the end of the day unless staff have been notified of any change. A security password system is set up on entry to the academy. No one under the age of 14 is allowed to collect a child in the EYFS.

At least one person who has a current Paediatric First Aid Certificate must be on the premises at all times when children are present and must accompany children on outings.

In the EYFS we will complete written risk assessments for any occasion that the children are leaving the academy premises.

7.4. First Aid

- All injuries must be recorded in the accident book and on a note for home
- Parents must be informed by telephone of head bumps and more serious injuries
- If a child has a minor injury and is well enough to remain in the academy staff must inform their parent or carer on collection

8.0. Positive Relationships

At Skegness Infant Academy 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.

8.1. 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 aim to provide a range of opportunities to inform parents about children's learning experiences and progress. Opportunities include:

- Information meetings in May for new FS parents and children
- Summer visits to FS1 and FS2 by children and parents to the classrooms
- Parent Consultations held a minimum of twice a year, September and March. Next steps areas for development are shared with parents 5 times a year. Written report in July.
- Magic Moment (Learning Journal) Books: these are always available to look at/share with their child/contribute to. There are planned opportunities for parents to share these at parent consultations meetings and in November, May and July.
- We encourage parents to share children's achievements at home, through completing All About Me booklets in FS 2 and home challenges.
- Arranging a range of activities that encourage collaboration between child, academy and parents: Parent workshops to work with their child, story sack mornings, coffee mornings, Nativity performance, summer concert etc
- Termly Curriculum Letters outlining the term's topic and some ideas for talking about at home
- FS2 – Home Challenges every weekend to support learning in school and engage parents with our topics
- Weekly Academy newsletters

We operate an open door policy where parents can talk to us at the beginning and end of the day whenever possible.

Class Teachers are the assigned 'Key Person'. It is their responsibility with support from the other adults to settle in the children and ensure that learning and care is tailored to their individual needs.

We believe that it is very important that parents and staff work closely together, as sharing our knowledge of the children will enable us to plan appropriate experiences and opportunities.

Where children in FS1 attend more than one setting, we aim to ensure continuity and coherence by sharing information about the children's achievements.

9.0. Enabling Environments

At Skegness Infant Academy 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, before planning challenging but achievable activities and experiences to extend their learning.

9.1. Observation, Planning and Assessment

Long Term Planning documents the learning opportunities provided by areas of the continuous provision within prime and specific areas eg what learning might look like in the Mark- Making Area.

Termly themes and ideas are in Whole School Planning but are flexible according to the interests of the children

Medium Term Planning contains details of how provision may be enhanced, to link with a theme and support progress in learning. There are possible activities to promote the skills and learning planned linked to the children's Next Steps.

Short Term Planning includes details of adult-led activities, specific resources, differentiation, key questions and vocabulary.

In FS1 and for some children in FS2 Schemas and Possible Lines of Direction will also be used to plan activities and develop learning through a child's interests.

We make regular assessments of children's learning and we use this to ensure that future planning reflects identified needs.

Our **Formative Assessment** informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles.

Formative assessment may take the form of spontaneous observations, focussed observations, photographs and discussions with children, parents and staff. This range of evidence is then used to inform judgements against the EYFS Development Matters statements, identify next steps and inform short term planning.

At Skegness Infant Academy we use **Summative Assessment** against the EYFS profile. Each child's level of development is tracked and recorded against age appropriate expectations at Baseline, November, March, May and June. Within the final term of the EYFS we provide a written summary to parents, reporting their progress against the ELGs and their Characteristics of Learning. A copy of the Profile report will also be passed to the Year 1 teacher.

9.2. The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and rest. The classroom is set up in learning areas, where children are able to access equipment and resources independently.

All areas will be attractive and suitably resourced so that children are encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult. Resources will be organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for tidying away.

Children will be able to relate personally to the resources provided so that they:

- Reflect children's varied home and community experiences
- Reflect the culture of the local community and the wider world
- Avoid gender stereo-typing

The outdoor learning environment contributes to all areas of learning. 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. It offers the children chance to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all seven areas of learning. Children have access to outdoor learning for a substantial part of each day. Resources outdoors are organised similarly for children to access independently. All children are encouraged to take part in in the full range of outdoor experiences.

10.0. Learning and Development

At Skegness Infant Academy we recognise that children learn and develop in different ways and at different levels. We value all areas of learning and development equally and understand that they are inter connected.

10.1. The Staff

- Work in partnership with parents and carers
- Promote children's learning through planned experiences and activities that are challenging but achievable
- Teach skills and knowledge
- Understand that children learn in different ways and at a different pace to each other
- Use and model rich and varied language to help children develop linguistic structures for thinking
- Plan both indoor and outdoor provision to maximise opportunities for children's learning

10.0. Characteristics of Effective Early Learning

All staff work together to foster the characteristics of effective early learning which are:

10.1. Playing and Exploring

"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They 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.

10.2. Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

We aim to motivate and interest the children to enable them to be Active learners. Children are given some independence and control over their learning. As they develop their confidence they learn to make decisions. Children have a sense of satisfaction as they take ownership of their learning.

10.3. Creating and Thinking Critically

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children are given opportunities to be creative in all areas. Adults support children's thinking and help them to make connections by showing interest, offering encouragement, classifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

11.0. Areas of Learning

The EYFS is made up of seven areas of learning

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

- Mathematics
- Understanding the World
- Expressive Arts and Design

We recognise that the three Prime Areas (PSED CL PD) underpin all the other areas of learning. The Specific Areas (L M UTW EAD) support them and help strengthen children's learning and development. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Development Matters and Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

RE is taught weekly in FS 2 and PSED is promoted through PSED activities with a termly theme.

12.0. Monitoring and Review

It is the responsibility of the EYFS teachers to follow the principles stated in the policy.

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

13.0. Leadership and Management

Regular EYFS meetings are held to discuss assessment, individual pupils, EAL/SEN issues and joint planning. All members of the EYFS are encouraged to attend when possible to help the consistency and effectiveness of the EYFS team.

Priorities relating to the EYFS are identified in the School Improvement Plan and in EYFS Action Plan.

Roles and responsibilities for all staff are reviewed in line with Performance Management.

Procedures and Staff training and development needs are outlined in the School Improvement Plan.

All staff are aware of the requirements of the Early Years Foundation Stage and the importance of this Key Stage in relation to children's learning and its impact on raising standards across the school.