

# Early Years Foundation Stage Policy

Policy No. Section/No



**The Bramble Academy**

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## **Early Years Foundation Stage Policy**

This document is a statement of the aims, principles, practices and strategies of the Early Years Foundation Stage Curriculum.

It is based on the Statutory Framework for the Early Years Foundation Stage

### **Aims and Philosophy**

The Bramble Academy is all about passion, determination and enthusiasm. We see challenges as opportunities and have an unshakeable belief in the right of children to a high quality education. At our school we believe that a child's education during the early formative years is of crucial importance in shaping their attitude to education in later life. Our primary aim is to provide learning opportunities for each child to develop in all aspects of their being, within the stability of a warm, caring, safe environment.

We believe that children deepen their understanding through a range of learning situations including through skills based sessions where the children are taught new skills in their learning. There are then planned opportunities for the children to apply these skills when playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other.

We will maintain strong links with parents and carers to positively benefit and contribute to the education of each child.

### **Special Educational Needs and Differentiation**

The Individual needs of all children are taken into account when planning, to ensure that they meet their full potential within the Foundation Stage. Children who find learning difficult or need additional support will be referred to the Assistant Head for Inclusion, where the individual needs of the child can be addressed. The schools Educational Welfare Officer is available to support the child and their families. Please refer to The Bramble SEN&D Policy for further information.

Assessment, Recording and Reporting Achievement On entry to our setting, the children are assessed through observation and other written assessment methods. This baseline generates a score of their strengths and key areas for improvement forming a gap analysis of skills, which is used by school to inform next steps for teaching and learning in Early Years.

Observations of learning are part of everyday practice to show evidence of each child's development. These then help to inform planning and note any areas in which a child may be struggling in order to provide additional support. The assessments are also used in order to secure and then accelerate children's learning in the core basic skills and to support learning about the wider world. These assessments are carried out through written, photographic, video, children's own work and through observation of children's play, which make up children's individual profiles.

We store observations in the children's books and through learning journeys. Children's development will be shared with parents/carers throughout the year. This will be through twice yearly parent's evening, and through next steps in their learning, planned and shared when appropriate to build on skills at home. At the end of the year parents are given a written report detailing the child's achievement across all areas of learning and their readiness to move into the next phase of school. There will be an opportunity for parents to discuss the report with staff if requested.

## Home Support and Parental Involvement

Prior to their children starting school, parents/carers are informed of the school's expectations and invited to take part in parental workshop sessions. All children and parents are expected to sign the home - school contract – it is our way of committing to working together. Alongside the parental workshop sessions, there will also be a meeting for parents and carers with the class teacher and Educational Welfare Officer to gain knowledge and understanding of your child in the home environment. If at any time, the teacher or parent/carer is concerned about any aspect of the child's Reception Year, they are encouraged to make an appointment at a mutually convenient time in order to discuss and clarify the situation as soon as possible. Families have contact with the class teacher at the beginning and end of the school day. This positive relationship supports the child in ensuring they thrive in school. Moments of home learning can also be shared with school.

An appropriate Reading Book is sent home each night together with a planner for parents' and teachers' comments. Children will be heard to read in school each week either individually or as a group. Literacy/Mathematics challenges will also be sent home to support children's learning and extra information, ideas, games, puzzles and challenges are sent home where appropriate.

### The Spirit of Purpose

The CEO, Director of School Improvement, Head teacher that all Early Years staff attend training at all levels in order to update their knowledge, further their understanding and ensure in all aspects of the Early Years Curriculum is exemplary. We are committed to learning for all in our school – adults and children alike.

### Appendix 1 – Policy into Practice

We translate our policy into practice in the following ways in order to achieve our aims.

#### Policy into Practice

- 1) The Directors are committed to highly qualified staff in Early Years. Funding to support and develop school readiness is specifically targeted to need, to close gaps and accelerate progress.
- 2) Our Parental Workshop sessions, open days and links with families, settings and professional agencies help us to identify any issues or concerns such as medical needs, learning needs, communication, attachment concerns, safeguarding and most able pupils. We will attend any formal review to support transition into school.
- 3) Each Reception Class has a staggered entry, throughout the first week, ensuring the Early Years staff spend time getting to know individuals and helping the group to settle in.
- 4) Our classrooms are bright, clean and 'friendly' in order to welcome and stimulate children, staff and visitors. Each child is allocated a named Key Person and a coat peg to encouraging a sense of 'belonging'.
- 5) At any time the class teachers and staff will be the key point of contact for any questions, queries, concerns and for sharing great/positive news. The Assistant Head teacher for Key Stage one and EYFS is there to support parents/carers if needed.
- 6) Settling in, getting to know others and learning to be part of a larger group than at home can cause some challenges and concerns. Parents will be informed as quickly as possible where appropriate. Every effort will be made to learn from experience to ensure similar problems do not

arise. We value the support from parents/carers as this social learning is a normal part of growing up and we are here to work together in the best interest of all children.

7) Settling in, routines and expectations of school will be stated simply and clearly so children know what is expected of them. This will often be reinforced visually, ensuring each child feels confident in carrying out instructions whether it is hand-washing, starting to write or using ICT.

8) Early Years children, we include a short time of class Reflection/worship each day. This could be a short child-centred prayer, a chorus or a celebration of the children's achievements. Reception at The Bramble Academy will take part in class, phase and whole school assemblies.

9) Small outdoor areas are provided for Early Years. This helps to integrate the less confident children into the larger playground. The schools PE teacher organises specific activities for small groups of younger children in specific areas of the playground, this is then supported by formal PE lessons, to develop children's fitness and health. . In the very early days, a member of the Early Years staff will sit with the children at lunchtime to assist with social skills and to reassure them.

10) The children will be assessed throughout the Reception Year in accordance with Government guidelines as set out in the assessment and reporting documentation for the EYFS. As a school, we choose to complete the CEM baseline within the first two weeks of school and again before they move to Year 1 to quantify judgements made by the teaching staff about the children's attainment and progress. This information will be reported to parents/carers with the end of year report. This helps us to confirm children's strengths and key areas for improvement and comment on their readiness for school and seamlessly continuing their journey into Year 1. .

11) Teaching and Learning styles - The Early Years staff plan and work closely as a team. They have evolved various 'themes' which provide the context for delivering the curriculum in a meaningful and exciting way. Each term a new 'theme' is introduced. Through the 'theme' children learn and develop their thinking, working toward the Early Learning Goals and beyond (higher attainers). The themes will change in line with the children's engagement to ensure they are completely immersed in their learning. We provide the children with opportunity to lead their own independent learning through the Plan, Do, Review approach. This enables the children to plan and review, using of their communication skills, the activities that they would like to take part in during their independent learning. Through encouraging the children to speak in full sentences and modelling high expectations of use of language, repeating the correct use of English, gives the children opportunity every day to speak out in a group and listen to their peers ideas for their ideas and activities, enabling the children to have responsibility for their own learning and have the opportunity planned in to discuss and talk about what learning they are doing, supporting all aspects of communication and language. Through high quality interactions with children and adults, the children's learning opportunities are enhanced through application of oracy skills in closing the words gap. When working alongside the children in independent learning times, the adults will facilitate excellent use of language to model, question and immerse the children in vocabulary.

We use a variety of teaching styles to enable the children to succeed including; whole class sessions, small guided groups, personal challenges to move learning forwards and formal and less formal activities. Children are given opportunities to learn in areas of their choice, through continuous provision.