



## Oakwood Primary Academy

### EARLY YEARS FOUNDATION STAGE POLICY

Our Foundation Stage provision is inspired by the values and pedagogy of Reggio Emilia and reflects the four main principles of the EYFS.

- A unique child – developing resilient, capable, confident and self-assured individuals
- Positive relationships – supporting children in becoming strong and independent
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents / carers and the child
- Learning and developing – an acknowledgement that children learn in different ways and at different rates

In line with this our setting aims:

- to encourage self-help and independent learning skills across all areas and activities throughout the day
- to keep key aspects of the daily routine as consistent as possible, yet recognise the value of adapting this routine due to children's interests, weather conditions or other key events
- to provide opportunities for children to learn independently as well as within large and small groups, including both planned and spontaneous group sessions
- to encourage parental / family participation in the children's learning, e.g. through cultural experiences, storytelling, cooking and valuing home languages
- to protect the physical and psychological well-being of all children

#### **Environment**

Our learning environments, both indoors and outdoors, are carefully developed and constructed to capture children's interests and engage them in opportunities to gain skills and knowledge across a wide range of areas. The environment is organised to enable children to follow their own interests and fascinations, supported by adults when appropriate. There are also lots of opportunities for adult led activities to support learning in all areas. We aim to make our environment attractive and stimulating; a place where children feel confident, secure and challenged.

#### **Curriculum**

The curriculum is informed and influenced by the children, their families and the community and aims to enable children to make links across each area of learning. In our school we make initial baseline assessments in all areas of learning during the first few weeks of each child starting. Reflections on children's learning and development are then made daily and shared regularly with the staff team and families. The environment and curriculum are adjusted in

response to these reflections to maximise learning opportunities for individuals in response to their needs and ideas. Our assessments on children's learning and development are recorded against the developmental age bands with a judgement on whether the child is entering, developing or secure at each stage. We update our data half termly in order to establish progress, strengths and areas for development.

We recognise that children's self initiated play is an important part of the learning process and children are provided with daily opportunities to extend their play. Through play our children explore and develop learning experiences which help them to make sense of the world. They practice and build up ideas and begin to understand the need for rules. They have opportunities to think creatively alongside other children as well as on their own. They communicate with others and investigate and solve problems. Through these experiences they develop their Personal, Social and Emotional skills.

Adults reflect on children's interests and learning needs when planning guided activities as well as when they are scaffolding children's learning through self initiated activities. "As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning ready for Year 1." (Statutory Framework for EYFS 2012) Adult directed activities incorporate a range of teaching and learning styles based on the children's previous experiences and their interests.

All aspects of the child's day in our setting are regarded as playing a part in their learning, including meal and snack times. Children are encouraged to communicate and talk about their learning and to be involved in their own assessment of learning by discussing 'next steps'.

There are seven areas of learning and development as set out in the Early Years Foundation Stage 2012, of which three are 'prime areas' and four 'specific areas'.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

### **Projects**

Adults in the setting identify children's particular interests and develop projects to explore these interests in detail. Projects are documented using a wide range of methods and processes to make children's learning visible to themselves, their families, the adults in the setting and the community.

### **Individual Child Portfolios**

A portfolio is completed for every child that highlights their individual learning journey. It includes:

- Learning stories highlighting particular events and relationships which children have been involved in with an outline of how / why this is important and learning opportunities planned to extend these (next steps)
- Photos of the child engaged in activities with comments
- Copies of project work the child has been involved in
- Samples of recorded work completed by the child
- Contributions from home

### **Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with 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. Children are encouraged when possible to assess the level of risk for themselves.

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding of children
- Promote the good health, preventing the spread of infection and taking appropriate action when children are ill
- Manage behavior 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 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 setting and to meet the needs of the children

### **Parents as Partners**

We recognise that children learn to be strong, independent individuals from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We understand that parents are children's first and most enduring educators and we value the contribution they make. We do this through:

- Talking to parents / carers about their child before their child starts in our school
- Giving the children an opportunity, whenever possible, to spend time with their teacher before starting in our school
- Inviting all parents to an induction meeting during the first half term of the child's Reception year in order to explain how we aim to work with their child, particularly in relation to reading / phonics, mathematical development and personal, social and emotional development
- Encouraging parents / carers to talk to their child's teacher if there are any concerns. There is a formal meeting for parents 3 times a year at which the teacher and parent discuss the child's progress. Parents receive a report on their child's attainment and progress at the end of the school year, as well as informal updates on an ongoing

basis; parents are welcome to look at their child's individual learning portfolio at any point in the year

- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents
- Providing parents with an opportunity to celebrate their children's learning and development which is then used to inform planning and provision
- Ensuring there is a quiet and confidential area available for parents to discuss any concerns.

This policy should be read alongside to the following policies:

- Staff code of conduct
- SEN policy
- Health and Safety policies
- Child protection / safeguarding policy
- Equal opportunities
- Care and control
- Intimate care
- Behaviour policy
- Medicines policy
- Individual subject policies