



Early Years Foundation Stage Policy

Reviewed: November 2020

Next Review: November 2021

The Foundation Stage at Goldsmith Primary Academy applies to children from 2 years of age to the end of the reception year. We have a 32 place two year old unit and 52 place nursery run on a sessional basis. In our school, reception children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The EYFS sets out what is expected of most children by the end of the Foundation Stage.

At Goldsmith Primary Academy we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, carers and others to meet their needs and to help every child reach their full potential.

As outlined in the EYFS *'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly and in the early years and a child's experience between birth and age five have a major impact on their future life chances.'*

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum based on the EYFS across the seven areas of learning, using play as the basis for this learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult- initiate and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.

Home Visits

- Prior to any child being welcomed into our setting the first point of contact will be made with both parents and child, in the home.
- A home visit will be made shortly before the child is due to start 2 year old provision/ nursery. Two staff will make the visit.
- As of Summer 2017, children who will be new to our school and joining us in reception will also have a home visit.
- The visit will give the staff the opportunity to meet both the parents in familiar and secure surroundings.
- If home visits are not possible arrangements will be made for the family to meet in school.
- Meetings will be used, not only to get to know the parent and child, but additionally to explain routines, times etc. and to answer any questions that may be asked of the setting.

They will enable staff to interact with the child and provide him/her with a reference point for the formal start of their provision in nursery or twos.

- Meetings will give an opportunity for both parents and school to discuss mutual expectations or support that may be offered.
- There will be an opportunity for a visit to the setting, with your child on transition day.

Parental Involvement

Parental involvement is part of the partnership in which our early years are based. Parents can be involved in a variety of ways.

- Parents are encouraged to leave their child for settling in sessions for short periods of time during the transition stage, these will increase over two weeks.
- Parent's support will be positively encouraged and welcomed. This support may involve interacting and working with the children whilst they engage in activities within school or home.
- We will offer workshops and parent events throughout the academic year which will support the children's learning and provide opportunities for parental involvement.
- We will ask you to keep us updated with any wonderful achievements your child makes at home via our school wowcher forms.
- School and parent contact will be through Marvellous Me, class emails, parent voice questionnaires and home learning.

Children

Children in the two's unit will be supported by trained practitioners and they will be allocated a key worker. Children in Nursery and Reception will be supported by a teacher, teaching assistants and at some points by student teachers.

Within the foundation stage children will encounter new experiences in order to extend their skills, develop their confidence and build on what they already know. Children will be encouraged to deepen their understanding by playing, observing, talking, planning, questioning, experimenting, respecting, reflecting and responding to adults and each other. Play will be a key factor in our daily activities, well planned play will enable the children to learn with enjoyment and challenge throughout the foundation stage.

Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All seven areas of learning and development are important and interconnected.

- Communication and Language
- Physical Development
- Personal, social and emotional development

These three are the prime areas of learning.

Children are also supported through the 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.

Children are provided with a range of rich, meaningful first hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we use topic webs to plan activities and try to include the children's current interests. Practitioners working with the youngest children in the two-year-old provision and in nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas are reflected in the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards more equal focus on all areas of learning as the children move through the Early Years at Goldsmith Primary Academy and grow in confidence and availability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS, with times for a daily phonics session using the RWI phonics scheme, teaching aspects of mathematics and literacy.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

By the end of Foundation Stage, we expect children to be within the expected level of development by achieving the 17 Early Learning Goals.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own online tapestry learning journal in addition to paper based journals for writing, Maths & theme.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risk, children in EYFS are given tasks of being 'Health and Safety' officers to help them manage and assess their

own risk in the EYFS and of their peers. We adhere to the school and trust policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, and following set procedure when children become ill or have an accident.

Inclusion

We value all our children as individuals at irrespective of their ethnicity. Culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child support that they need and in doing so, work closely with parents and outside agencies.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to 2-year-old provision/Nursery/Reception to develop familiarity with the practitioners and the setting. They receive an information booklet, access to an online video of the setting, an 'All About Me' booklet, a parent questionnaire with regard to aspirations for their child/ren, a 'Going the extra mile' gift for parents, in addition to one for their child.

In the final term in Reception the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Throughout the year when children across the EYFS take part in child initiated learning, they can choose to play across all classrooms in the EYFS to help them become more familiar with the different learning environments. Children also get the opportunity to work closely with adults across the phase so relationships are formed as they move through the different year groups.