

Barton Hill Academy



Early Years Foundation Stage policy

Barton Hill Academy

Approved by:	[Name]	Date: [Date]
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Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. When this is strong, children have a solid grounding in which to build as learners.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Barton Hill Academy.

The implementation of this policy is the responsibility of all practitioners working in the EYFS setting. In the policy the term 'setting' refers to the Early Years educational provision at the Academy – a Nursery for up to 120 places and Reception classes which offer up to 90 places.

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

Aims

At Barton Hill Academy we believe that all children are entitled to the best possible start in their school life, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique
- Understanding that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally
- Providing a safe, secure and caring environment where children feel happy and know that they are valued
- Fostering and nurturing children's self-confidence and self-esteem
- Teaching them to express and communicate their needs and feelings in appropriate ways
- Encouraging children's independence and decision-making, supporting them to take risks and learn through their mistakes
- Developing children's understanding of social skills and the codes of behavior
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own
- Understanding the importance of play in children's learning and development
- Providing learning experiences which reflect children's personal interests and curiosity
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development
- Providing effective learning opportunities in a range of environments, inside and outside.



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Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

Practitioners also provide activities through 4 specific areas which strengthen the prime areas.

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

These 7 areas of learning and development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all areas of learning and development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning.

Planning

A carefully structured curriculum forms the basis for planning in the EYFS. Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of the curriculum. To do this staff take into account the individual needs, (including language needs) interests, and stage of development of each child, and use this information to plan challenging and enjoyable learning experiences which effectively ensure progression.

Using evidence from observations, Early Years Practitioners capture children's interests and stages of development through learning stories which then informs objective led plans.

Where a child may have a special educational need or disability, staff work with the SENDCo to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.



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Teaching

In Nursery, each area of learning and development is implemented through carefully planned purposeful play opportunities and through a mix of adult-led and child-initiated activities. Early years practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Additional language support is available from a specialist practitioner to support children and parents with EAL. **The children access 2 group times and a story each day, this consists of maths or phonics and language input.**

In Reception classes, teachers use a combination of whole class teaching, adult directed, adult initiated and child-initiated activities to introduce and embed key skills, including literacy and maths. The children also experience a variety of activities to develop expressive art and design skills, their understanding of the world and their physical development. The children benefit from access to high quality continuous provision and carefully planned enhancement activities. Outdoor learning opportunities, including forest school, are also available to further develop children's gross motor skills, curiosity of the world and sensory development.

Emphasis is placed on an enabling and inspiring environment in the EYFS, children are explicitly taught how to use areas of provision and resources. The environment has been planned to encourage social interaction and co-operation, Early Excellence principles are followed to ensure zoned areas with a clear focus are in place.

Assessment

At Barton Hill Academy, ongoing assessment is an integral part of the learning and development processes. Regular, planned and focused assessments are made of children's learning and individual needs. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play. The individual learning journey of each child is documented in their learning diary, this includes evidence of work and next steps. Child and parent voice is regularly captured in the learning diary, they are stored so that they are easily accessible to children.

At the beginning of the EYFS, staff carry out a baseline assessment. This starts with a snapshot of the well being and engagement levels of each child. Further assessments include phonics, maths and all areas of the EYFS. ExaT is used to record achievement and progress. This is updated at least once each half term to track individual progress and attainment in line with the age of each child.



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At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between school staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Every half term, parents are invited into school to find out more about what their child has been learning and to share the learning diary. This is complemented by workshops providing information about transition, phonics and reading. In Nursery, parents are encouraged to stay and play, giving them a valuable insight into how their child learns.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. In Nursery, parents help their child transition successfully by staying with them for the first session then further sessions as appropriate.

Admissions and Induction

In Nursery, 16 hours are on offer over two and a half days or five mornings/afternoons. For working families, (those working more than 16 hours per week) the 30 hour policy means that they are entitled to 30 hours free childcare. There will be up to 20 places available to families entitled to 30 hours childcare, across the Nursery there will be up to 100 further places (120 in total.) In Reception classes, there are currently 2 classes but up to 90 places.

Before they start in the setting, all children are offered a home visit and a series of visits to the setting prior to starting. The purpose of these initial visits is for the children to meet their new practitioners and start to become familiar with the setting environment. Practitioners will also go to visit the children in their current pre-school settings. The aim of these visits is to support practitioners develop their knowledge and understanding of each child in order to make the transition period to the Academy as smooth as possible.

In the summer term all parents are invited into school to meet the setting practitioners. At these meetings, information regarding the induction process and what goes on in the setting is shared. There is also time for informal conversations and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations.

For more information on the admission into the Early Years Foundation Stage, please see the Admissions Policy, available on the school website.



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Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring arrangements

This policy will be reviewed and approved by Shelley Kent (Inclusion/Pastoral/EYFS Lead) every 2 years.

At every review, the policy will be shared with the governing board.

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