



ASPIRATIONS



Oriel Academy West London
an Aspirations Academy

Early Years Foundation Stage Policy

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The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, some children join us, part time, at the beginning of the school year in which they are three in our nursery class Acorn. Many then start attending school full time at the start of the school year in which they turn five as part of Ash and Aspen Reception classes. Some children are welcomed into our school when starting Reception class and have either attended other preschool settings or have, until then, been at home with their family.

Overarching principles

As stated in the 'Statutory framework for the early years foundation stage' (2023) four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

At Oriel Academy we also use 'Development Matters' as a guide for planning and assessment in the Early Years.

A Unique Child

At Oriel Academy we recognise that every child is an individual who has the capability to become a lifelong learner. 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 specific praise and encouragement, as well as celebration / sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Oriel Academy are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

Teaching and Learning

In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we have a 'child centred' approach. We set realistic and challenging expectations that meet the needs of all 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 from diverse linguistic backgrounds.

We meet the needs of all our children through:

- positive interactions between practitioners and children which meet the individual needs of each child and encourage learning through shared experiences;

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their 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;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary;
- using current early years teaching methods to support all learners in the setting

Planning and Assessment

Teaching in the EYFS should be a combination of child led independent activities (supported by adults) and adult led group and individual activities planned and delivered by a practitioner. The balance of these activities will vary according to the developmental stage and ability of each individual child.

Children should not spend a large amount of time listening to adults talk and should be encouraged to take an active approach to their learning. Activities should be adapted according to need, this may take the form of groups, adult interactions or the activity itself. Any groups should be reviewed frequently due to the ever changing needs of children in the Early Years.

The following areas should be planned for:

- Indoor and outdoor learning environment (amended twice per half term)
- Adult led activities
- Group carpet times

“Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.”

[Statutory Framework for EYFS 2023]

At Oriel Academy, we use ongoing assessment (also known as formative assessment). It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In the interactions with children, practitioners are responding to their own day-to-day observations about children's progress and observations that parents and carers share.

At Oriel Academy, assessment does not entail prolonged breaks from interaction with children, nor require excessive paperwork, hence practitioners have high quality teaching and learning time with the children at all times.

The reception baseline assessment is providing the basis for measuring the progress primary schools make with their pupils.

“The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.” [Statutory Framework for EYFS 2023]

In the final term of the year in which the child reaches age five, the EYFS Profile is completed for each child.

Welfare and Safety: “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.”
[Statutory

At Oriel Academy we understand that we are legally required to comply with certain safeguarding and welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

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 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 are safe and suitable for the 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.

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 reasonable risks, but need to be taught how to identify and avoid hazards.

We aim to protect and support the physical and psychological wellbeing of all children.

Positive Relationships

At Oriel Academy we understand 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.

Parents as Partners: We respect 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 their children. We do this through:

- talking to parents about their child before their child starts in our school;
- offering to visit all children in their home setting prior to their starting nursery/school; • children have the opportunity to spend time with their teacher before starting school during 'Stay and Play' afternoons / Transition morning;
- inviting all parents to an induction meeting in the Summer term, before their child starts nursery / school;
- offering parents regular opportunities to talk about their child's progress and look at their child's 'Online Learning Journal' during 'Stay and Play' sessions in Nursery and open mornings in Reception;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a more formal meeting for parents each term at which the teacher and the parent discuss the child's

progress in private. Parents receive a report on their child's attainment and progress at the end of each school year;

- arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- providing space in the children's 'Homework' books for parents to add information relating to the children's achievements.

Self-Care

In the Early Years, we aim to promote independence in every child. Part of their development is being able to manage their own personal hygiene at first with support, then independently. All personal care issues are treated safely with sensitivity and understanding (**please see the Intimate Care Policy for further details**).

Enabling Environments

In the Early Years, the learning environment plays a key role in supporting and extending children's development. All children's independent learning opportunities are carefully planned and linked both to children's individual interests and 'Development Matters'.

This planning is recorded in 'enhanced provision' for both the indoor and outdoor areas which are updated and annotated twice per half term.

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

The EYFS has its own enclosed outdoor areas. Nursery and Reception children have access to these areas in all weathers. Being outdoors offers opportunities for doing things in different ways and on different scales as compared to indoors. It offers the children chance to explore, use their senses and be physically active and exuberant. Our outdoor areas are treated as an additional learning space and all children are encouraged to treat this area as they would the indoor setting.

Play

In the Early Years, play is vital to the learning and development of every child and should be at the centre of every early years setting.

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. They express fears or re-live anxious experiences in controlled and safe situations.

Adults should endeavour to play collaboratively with children in the setting rather than managing play for their own ends. Children should be given lots of opportunities to take the lead and develop social and communication skills in a variety of different ways.

It is often possible to incorporate taught activities into areas in the setting often used for independent play which makes children feel more confident in taking on a new challenge. However, time for child led independent play should be a key feature of the Early Years timetable. Children are only purposefully and truly engaged in a self-chosen activity when they have had the opportunity to practise this skill in a supportive environment.