



**Richard de Clare
Community Academy**

**Early Years Foundation Stage
Policy**

| | |
|-------------|-------------|
| Agreed | Autumn 2019 |
| Review date | Spring 2021 |

Early Years Foundation Stage Policy

Within this policy the term Early Years Foundation Stage is used to describe the children who attend our nursery and reception classes.

Aim

At Richard de Clare Community Academy we aim to provide the highest quality education for all 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 learners. We value the individual child and work with parents to inspire children to achieve.

The Early Years Foundation Stage applies to children from birth to the end of the reception year. Children start nursery in the school year that they turn four.

Children usually start their reception year the September after their fourth birthday. On starting Richard de Clare Community Academy children will have had a wide range of experiences, some will have separated from their parents at pre-school settings whilst for others this will be their first experience of unfamiliar adults and large groups of peers.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within early years settings.

- 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 confident through **positive relationships**
- Children learn to develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates

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 vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We have a fully inclusive policy which enables children whose needs require additional support to be within their class.
- Work in partnership with parents to meet the needs of every child.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide a balance of adult-initiated and child-initiated learning opportunities which are supported by the adults within the setting.
- Provide a secure and safe learning environment.

Early Years Foundation Stage Curriculum

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

All seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These are the three **prime** areas:

Communication and Language (*Listening, understanding, speaking*)

Physical Development (*moving and handling, health and self-care*)

Personal, Social and Emotional Development (*Making relationships, self-confidence and self-awareness, managing feelings and behaviour*)

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy (*Reading, writing*)

Mathematics (*Number, space, shape and measure*)

Understanding the World (*People and communities, the world, technology*)

Expressive Arts and Design (*Exploring media and materials, being imaginative*)

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.

Children are involved in choosing the topics they learn about. These are used as a vehicle to develop the skills identified in the areas of learning and development.

Practitioners working with the youngest children in nursery focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities that all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years Foundation Stage at Richard de Clare and grow in confidence and ability within the prime areas.

There are a variety of whole class, group and individual learning opportunities. When children are in the reception year they are taught phonics, reading, writing and mathematics daily.

The curriculum is delivered using a play based approach. We plan a balance between children having time and space to engage in their own child-initiated activities and these that are planned by adults. During children's play, adults interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect on these in our practice.

We create a stimulating indoor and outside environment.

Observations and Assessments

We assess the children in the Nursery and Reception classes against Development Matters objectives and the EYFS profile. We collect evidence to inform and support our Early Years Foundation Stage Profile judgements. We observe the children in both child-led and adult-led situations. We carry out formal focussed observations and informal on going observations.

Teachers use the information to plan learning opportunities which build on and move children's learning onto the next stage. They meet to discuss the attainment and progress and actively work with other local schools to moderate learning.

Parents as partners and the wider context

We strive to create and maintain partnership with parents and carers, as we recognise that together we can have a significant impact on children's learning. Throughout the school year opportunities are scheduled for parents to join their child in school.

Individual targets are shared termly with parents. Parents are invited to attend parents' consultations on a termly basis. During the summer term parents are provided with a report based on their child's development within each of the areas of learning and development and the characteristics of their learning.

Parents are actively encouraged to contribute to our observations and assessments of children by sharing the things which their child enjoys and achieves out of school by completing a 'wow card' and by adding comments and photographs of home experiences to Tapestry. Teachers use this information to support their observations and to contribute to the Early Years Foundation Stage Profile.

Transition

Transition is carefully planned for children who are coming into both the nursery and reception classes.

Home visits are offered to all children who are starting nursery. Parents receive a new parent pack, which contains information about the school.

Before children start in the reception class, parents are invited to a meeting to find out more about the school and what to expect when their child starts to attend. During this time children meet their class teacher and spend time in the classroom environment.

Towards the end of the reception year, children will meet their year one teacher. In order to support a smooth transition all teachers are able to access information about children's attainment and progress.

First Aid

Throughout the EYFS there are designated members of staff who have completed Paediatric First Aid training. These members of staff carry out first aid as required in accordance with the schools medical policy.

Welfare

At Richard de Clare Community Academy we believe that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them.

At Richard de Clare Community Academy we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 (<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012>).

Equal Opportunities

All children are entitled to have access to a curriculum, irrespective of gender, ethnic background, age, starting point or disability. The materials that are used reflect a multi-cultural society and the contribution of different men, women and races to the subject are acknowledged. We seek to ensure that all matters of discipline are dealt with fairly and take into account children's different life experiences.

Monitoring, Evaluating and Review

Learning and teaching in the Early Years Foundation Stage will be monitored regularly as part of the school's monitoring cycle. The implementation of the policy will be monitored and evaluated by the Headteacher, Local Governing Body and the NEMAT Trust Board.

This policy will be reviewed in the spring term of 2021.