

SHINE
ACADEMIES



EYFS Policy

March 2024



Policy Type	Statutory, Trust Policy
Author	Assistant Headteacher Villiers Primary School
Approved By	Trust Board
Approved Date	March 2024
Date of Next Review	Policy will be reviewed in line with SHINE Academies internal review schedule in adherence to DfE guidance on statutory policy review
Description of Changes	<ul style="list-style-type: none"> i. Policy Date ii. Northwood Park amended to SHINE Academies iii. Half termly newsletter changed to curriculum information iv. Monitoring Arrangements have been updated.

1. General Aims and Objectives

At Shine Academies 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 and others to meet their needs and help every child to reach their full potential.

Our overall aims are:

- To make the child's first experience of school happy, positive and fun.
- To provide a safe, secure, appropriate, caring, respectful and disciplined learning environment in which all children achieve academically and socially to their full potential.
- To ensure breadth of balance in the curriculum through carefully planned adult input and sensitive interaction using the Developmental Stages while having regard for the skills and attitudes the Key Stage 1 National Curriculum will demand.
- To encourage parents to become partners with the school in the education of their children.
- To provide a curriculum firmly based on active learning to meet the needs of the individual child.
- To foster a love of learning, enquiring minds and the ability to discuss, adapt and negotiate.

- To prepare and equip children with the necessary knowledge, skills, values and attitudes to become responsible adults and citizens of the future.

We recognise that to provide an effective Foundation Stage curriculum, experiences and activities need to be carefully structured and take account of the following:

- Provision for different starting points from which children develop their learning, building on what they can do.
- Planned and purposeful activities that provides opportunities for teaching and learning both indoors and outdoors.
- A range of activities planned and structured by an adult and also those, that children initiate themselves.

2. Rationale

The Early Years Foundation Stage begins from birth. Many children first attend some form of preschool or Nursery soon after their third birthday. Children may go to a number of settings during the Foundation Stage, attending part time or full time.

The curriculum for the Foundation Stage forms the basis of all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional development.
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

As part of our practice at Shine Academy we:

- Provide a balanced curriculum, based on the seven areas of learning, using play as the vehicle for 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 community
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are both adult-led and child led
- Provide a secure and safe learning environment indoors and out

3. Early Years Foundation Stage Curriculum

The Foundation Stage Curriculum is organised into seven areas of learning: three Prime areas and four Specific Areas.

The three Prime areas are those which are fundamental, work together, and move through to support all other areas of the curriculum. These are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four Specific Areas include essential skills and knowledge for children to participate successfully in society. These are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Lessons and activities are planned to excite and engage children based on our assessments of children's needs, interests and stages of development across the seven areas of learning. When planning the curriculum, we take objectives from 'The Early Years Foundation Stage Framework (2021)'. These objectives are used to inform and guide planning through the appropriate age bands for children within EYFS. Topics are chosen to peak interest and allow children to fully immerse themselves into their learning.

In Reception, children take part in daily lessons Phonics, Literacy and maths lessons, where they learn new skills through whole class, small group and one to one activities. Topic lessons covering other areas of the curriculum are included in children's timetables.

Children will explore the curriculum through teacher led and child-initiated activities with staff supporting to deepen children's learning through targeted questioning. Throughout Reception the curriculum is delivered using a play-based approach as outlined by the EYFS.

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

The Developmental Stages within the EYFS establish expectations for most children to reach by the end of the Foundation Stage and help them to build secure foundations for future learning. By the end of the Foundation Stage some children will have met the goals, other children will be working towards some or all of the goals. Those who have met the goals will work on embedding the skills learnt to allow a deeper understanding to enable them with their transition into KS1.

3.1 The learning environment and outdoor spaces

The classroom is organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences. Activities are planned throughout the learning environment to help the children develop in all areas of learning.

3.2 Assessment, Recording and Reporting

At the start of Reception all children will carry out the 'Reception Baseline Assessment' which will be carried out in the first 6 week of school. The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. The reception baseline is not intended to:

- Provide on-going formative information for practitioners
- Be used in any way to measure performance in the early years, evaluate preschool settings or hold early years practitioners to account
- Provide detailed diagnostic information about pupils' areas for development

Activities and lessons within Reception are planned to address the learning objectives and statements from the ages and stages within the EYFS Framework. Pupil's progress and attainment is then measured against this EYFS Framework. This is achieved through the direct observation of children's performance in oral work, written work, and practical tasks and in consultation with other professionals, staff and parents. Informal assessments are carried out on a daily basis, teachers will continually use their professional judgment to plan for children, to ensure they are working within and creating a curriculum that is tailored to each child's individual needs. Formal assessment is then carried out half termly where children's progress will be recorded as 'On -Track' or 'Off-Track' against each of the 7 areas of learning. In the Summer term children will then be assessed against the 17 Early Learning Goals, where they will be either be working 'at age related expectations' or still 'working towards' these goals. 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. Observations of children's achievements are collated in their Literacy, Maths and Topic floor books, as well as their learning journeys. Which are then shared with parents at various point of the year. Once a term, parents are invited to attend a parents evening and reports are shared with parents twice a year.

Within the final term of Reception, we provide parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of effective

learning. Parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

4. Inclusion

We value all our children as individuals at Shine Academy 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 supports them at their own pace, so that most of our children achieve Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies to get a holistic view of the child.

The trust endeavours to meet the needs of children with special needs in line with the SEN code of practice. Parents have regular meetings with the schools allocated SENCO. Class teacher's work to set targets which are then discussed with parents who it is hoped will work in co-operation with school and outside agencies.

5. Safeguarding

Safety is paramount and all schools within our trust have robust and effective Safeguarding Policies to ensure the children in our care are protected.

6. Parents as Partners

Parents play a key role in children's development and it is essential for us to have a strong partnership with parents and carers to ensure each child reaches their full potential. We encourage parents to make contributions and share information about their child's learning and development.

We also regularly share information on children's progress and next steps in learning. We are always thinking of new ways to involve parents in their child's learning below are some ways we have involved parents:

- Regular parent consultation afternoons.
- Parent workshops.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents such as special assemblies, performances, sports day etc.
- Providing a range of methods to engage our families in their child's learning. For example, sharing/reading books, phonics workshops etc.
- Having an open-door policy to enable parents to come and speak with teachers, should they have any concerns.
- Sending out half termly curriculum information on our topics

- Having informal conversations at the start and end of the day

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

7. Transition

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition point, we acknowledge the child's needs and establish effective partnerships with those involved with the child. The EYFS leader will visit all the nursery settings our children come from to meet their practitioners and see the children in their learning setting. Parents will also be invited to attend school for a 'Welcome Meeting' where they get the chance to discuss their children and ask any questions they may have. During this welcome meeting, parents will have the opportunity to meet their child's new class teacher and have a tour of the EYFS setting.

Children attend introductory sessions to Reception to develop familiarity with the setting and practitioners. They are offered two visits during the summer term.

In the final term in Reception, the Year 1 teachers will meet with the Early Years staff and children on a number of occasions to discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. These discussions and meetings help the Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. It also provides the staff a chance to build a rapport with their new class. The children will also have numerous opportunities to visit Year 1 to ensure the transition from Reception to KS1 is as smooth as possible. During the Summer Term Reception staff will encourage children to become more independent learners to prepare them for Year 1.

The children's first term in Year 1 will still incorporate aspects from their Reception setting to make transition as smooth as possible for our children.

8. Admissions Policy

There is an admissions policy, which is followed by all children admitted to the school. This can be found in on the school website.

9. Induction to Reception

All parents of children who have been offered a full-time place are informed in writing by the L.A as soon as possible. Parents and children are then invited into school to attend an

introductory meeting with the Head Teacher, Early Years Co-ordinator, School Nurse and the Pastoral team. A presentation will take place and staff will be available to answer any questions and to assist parents with the completion of any necessary paperwork. The following areas are highlighted:

- Curriculum
- Attendance and Punctuality
- Uniform
- Discipline
- Procedures and Routines
- Partnership with parents
- Medical procedures and advice

10. Monitoring Arrangements

This is an ongoing process. The Director of Primary Education, Headteachers, Senior Leadership Teams and EYFS Leaders will be involved in monitoring and evaluating the effectiveness of the Foundation curriculum and this policy.

This policy will be reviewed every two years by the EYFS leaders and approved by the Performance and Standards Committee.