



Beecroft Academy – EYFS policy

At Beecroft Academy we aim to:

- Help everybody to feel welcome, happy and included
- Give everybody the chance to learn in a supportive environment; a bright and exciting place where they feel safe
- Make learning fun and creative
- Encourage all adults and children to be enthusiastic about learning throughout their lives
- Celebrate our uniqueness
- Celebrate all of our successes and the things we are good at
- Work as a team with parents/carers and people from the community so that all of the children learn about lots of different things

The aim of education in the Early Years Foundation Stage is to produce happy, secure, confident children who are interested in life and are enthusiastic to meet new challenges. They should be encouraged to develop positive attitudes to learning through a curriculum that supports the all-round development of the child while at the same time creates an environment that encourages successful Personal, Social And Emotional Development. In the Foundation Stage we are setting the baseline for lifetime learning.

Philosophy

There are four major principles that relate to the above aims:

The Child: A Unique Child

Adults: Positive Relationships

The Setting: Enabling Environments

Learning: Learning and Development

The Child

Every child is unique and is entitled to equality of opportunity to develop to their full potential regardless of gender, ethnicity, cultural background, religious beliefs, linguistic abilities, social background, health or disability. The provision for children must reflect their individual needs and that each child has full and appropriate access to the whole curriculum. At the same time the setting must recognise that all children have a right to be fully valued and included as members of the community.

Adults

Parents are the first carers and educators of their children. Therefore it is essential that the relationship between home and school be of central importance. As partners in the education process of their child it is important that parents are involved and have access on a regular basis to their child's progress through regular discussion with staff. Other adults within the Early Years Foundation Stage setting work together in partnership with the school and the parents. They should have a clear understanding of the curriculum needs of young children and be a source of help, authority and friendship while at the same time provide positive role models for the children to encourage the development of self-discipline and self-esteem in an environment of mutual respect and trust.



The Setting

The Early Years environment is a secure, safe, and stimulating setting where children are provided, through a variety of experiences, an avenue to promote independent learning through the vehicle of play.

The Early Years Foundation Stage Unit consists of two adjoining classrooms with their own cloakrooms; the cloakrooms consist of areas to hang coats and two toilets per room. The wash basins are situated within the classroom making easy access from the cloakroom or the classroom. The unit has an adjoining outside area that is purpose built and used as an outside classroom. This area includes large play equipment on safety matting, a paved area, a wild garden area, a grassed area, trim trail and a covered area. The Early Years Foundation Stage has a small playground that is enclosed and used only by the children from the unit. The reception classrooms and outside area are part of a free flow system which allows all children in the unit to explore all areas during Child Initiated Learning. The children in the Early Years Foundation Stage have full access to the amenities in the rest of the school including the library, the ICT suite, the large hall, the dining hall etc. All of these areas are used to provide the children with additional amenities to extend their learning and at the same time integrate them into the use of the main school.

Learning

Children gain most from school if their learning experiences are based on their own knowledge and understanding developed from learning that has already been established at home or in the community. Children develop learning at their own individual pace therefore it is important that the curriculum is planned to support the needs of each individual child. The needs of the whole child must be considered as health, both the physical and mental aspects, to ensure that the child can develop their learning to its fullest. It is important that play is valued and seen as a vehicle for active learning. Children need this important process to develop their knowledge, and to learn and practice skills. There should be opportunity through the curriculum to develop personal attitudes that support self-esteem, independence, creativity, co-operation, and perseverance. Throughout the year the child will be given a range of learning opportunities: adult led, child initiated, large group, small group and one-to-one.

Curriculum

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 prime and 4 specific) which are;

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| 1. Personal Social and Emotional Development | 1. Literacy |
| 2. Physical Development | 2. Mathematics |
| 3. Communication and Language | 3. Understanding of the World |
| | 4. Expressive Arts and Design |

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of 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.



Personal, Social and Emotional Development

The school fosters and develops relationships between home, school and children's centres places in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self image.

Physical development

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoors and outdoors and by working with a wide range of resources.

Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Mathematics

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations.

Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use modern technology.

Expressive Arts and Design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama. Movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Colour recognition is taught, naming colours, mixing paints, sorting and matching.



Outside

We have an outside learning space which children have access to each day. We ask parents to dress children appropriately every day so that we can access the area in all weathers. The outside area is an extension of the classrooms and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as giving opportunities for them to make their own choices.

Creative Curriculum

The Creative Curriculum is followed in Early Years and each half term the children's learning is focused around a theme.. The planning of the curriculum provides for the all-round development of the child but at the same time promotes continuity and progression in their learning. The emphasis is placed on activities that have relevance and meaning to the child and that they are flexible enough to provide for children's physical, intellectual, emotional and social needs.

Assessment, Record Keeping, Evaluation

Please see separate Tracking and Assessment Procedures for more details on how we assess in Early Years

Each child has a Learning Journey which has a record of their observations from Child Initiated Learning and Adult Led activities. Photographs, observations, photocopies and pieces of work will be added to the book to provide a informed view of the child to support assessments. Parents will be invited to add to the journals through WOW vouchers if their child has done anything amazing at home. Each child now has an online profile on Tapestry where staff can add photos and videos of the children's work and comment on the learning that is taking place. Parents can also log in to Tapestry to see their child's progress and what they have been learning about; and respond appropriately if they wish to.

Admission

Children will be offered a place in the Early Years Foundation Stage Unit in the autumn term after their fourth birthday. There will be a short period of part-time morning sessions until one o'clock for no more than two weeks and thereafter the children will attend fulltime. Children who join the EYFS unit after the September entry will follow the same procedure as the school with a parent / carer interview prior to the child starting school to ensure the child's transition is smooth when joining the unit.

Staffing

Within the Early Years Foundation Stage Unit the staff work as a team across the unit and the ratio remains constant one to thirteen. Each class has one Teacher and one Teaching Assistant, other support is added into the unit when children's needs require so.

Special Educational Needs

Care is taken to assess the needs of each child from nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where possible. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/carers will always be informed if an outside agency is assisting us to support their child. We have a full special educational needs (SEN) and gifted and talented policy available at school.



Health and Safety

We have a health and safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Within the Early Years Unit 5 members of staff are currently trained in First Aid. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. A full health and safety policy is available in school.

Allergies

Parents/carers are asked to inform us of any foods their children are allergic to or any foods they do not wish their child to eat. A note of this is kept in the EYFS Unit and school reception: and all adults involved are informed.

Medical needs

We keep a note of any medical needs, allergies, children who need inhalers, piriton, epi-pens in the EYFS Unit and in the school reception so everyone is aware of the individual needs. 5 EYFS staff are trained in First Aid.

Snack times

We have a snack table in unit shared by all children in the Foundation Stage. We see snack time as a social event, a time where the children enjoy a drink of water and piece of fruit together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. Milk is shared out at reading time every day.

Transition

At Beecroft we work closely with our main feeder Nursery, Westfield. All children who have been offered a place at Beecroft take part in Transition days during the second half of the Summer Term. Early Years staff also takes time during this term to visit children in their current setting. A transition meeting is held for parents to inform them all about how the EYFS Unit works and how to prepare their child for starting at Beecroft in September.

Early Years Foundation Stage Profile

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1. Children are given opportunities to meet their new teacher and see their new



classroom. They are grouped in their new classes for some activities in the EYFS unit to help them in the transition up to Year 1. For the Autumn Term in Year 1 is run in a similar way to Early Years providing children with space for continuous provision.

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Miss Le Boutillier

Acting Early Years Leader