

Fairfield Primary Academy

Early Years and Foundation Stage Policy

Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who are in our FS2 classes.

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; Behaviour for Learning and Anti-Bullying Policy; Intimate Care Policy; Inspecting safeguarding in early years, education and skills settings (2019); EYFS Risk Assessment; The Childcare Act.

Aim

At Fairfield Primary Academy our vision is for all of our children to emerge from Fairfield as positive, independent, inquisitive individuals; with the ability and desire to make the world a better place as lifelong learners. 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. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Our EYFS aims to provide:

- Excellence for all children
- Partnerships between practitioners, parents/ carers and the community.
- Strong and secure personal, social, emotional and educational building blocks which enable children to thrive through school and later life
- Equality for all children, regardless of their start points or backgrounds.
- Robust safeguarding procedures

We adhere to the 'Statutory Framework of the EYFS,' and the four guiding principles that shape practice within Early Years settings. These are that:

- 1) Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- 2) Children learn to be strong and independent through positive relationships.
- 3) Children learn and 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.
- 4) Children develop and learn in different ways and at different rates

Principles into practice

As part of our practice we:

- Provide a broad and balanced curriculum, based on the EYFS areas of learning, across the seven areas, using play as the fundamental approach which facilitates learning for all children.
- Plan opportunities that build upon, and extend children's knowledge, experience, skills and interests.
- Promote equality of opportunity and anti-discriminatory practice, using a wide range of teaching strategies, based on children's learning needs.
- Work in partnership with parents and carers, and within the wider context of the community.
- Plan challenging learning experiences which are bespoke to meet the needs of each individual child, informed by regular observation and assessment.
- Provide a wide range of opportunities to motivate and support children in order to help them learn effectively through activities that are adult-initiated and child-initiated. These link intrinsically to the characteristics of effective learning.
- Provide a safe, secure and supportive learning environment in which the contribution of all children is respected and valued.
- Monitor all children's progress and take action to provide support as necessary.
- Have rich and regular dialogue as an EYFS team, ensuring there are no missed opportunities for learning and next step development.

Foundation Stage Curriculum

We plan an exciting and challenging curriculum, which is linked to our SHINE Curriculum. The learning opportunities we plan derive from the observations of children's needs, interests, and stages of development across the areas of learning. The rich daily dialogue from all EYFS practitioners plays a pivotal role in ensuring that planning is purposeful for the children. This enables our children to receive purposeful teaching and learning, with both adults and the environment supporting them with meeting the expected early learning goals (ELG). Challenge is timely and personalised to extend learning and provide opportunities for children to exceed the ELGs.

All the seven areas of learning and development are important and inter-connected. The environment and continuous provision facilitates learning around these areas.

There are three areas, the **prime** areas, which are recognised for being crucial components for igniting curiosity and enthusiasm for learning, and for building the capacity for children to learn, form relationships and thrive. They are:

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

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

The **specific** areas are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which to explore, think creatively and be active. Both the indoor and outdoor environment are designed specifically to ensure that all children are able to play independently and collaboratively, and have the right equipment to do so. The spaces are reviewed on a regular basis to ensure that they are continuing to meet the needs and fascinations of the children.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact and provide timely intervention to stretch and challenge children further.

Enabling Environments

At Fairfield Primary Academy we recognise that the environment plays a key role in supporting and extending children's development, we aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. Play based learning is paramount and children have opportunities to self-access and direct their own learning. Our learning environment also adopts the 'Communication Friendly Spaces™ (CFS™)' approach by Elizabeth Jarman. This approach focuses on the role of the environment in supporting speaking and listening skills, emotional well-being, physical development and general engagement.

Direct teaching and learning opportunities.

Every day, all children will have whole group teaching sessions. We teach daily phonics sessions, ensuring children are grouped to match their learning needs. All pupils enjoy learning stemming from a quality text and this is used as a stimulus to support learning opportunities. Children participate in a daily 20 minute maths session, daily handwriting practice, a 20 minute communication, language and literacy session and a shared story reading. Staff know the children well and are able to pitch the learning appropriately, challenging and extending children where appropriate using questioning and interventions. During free-flow play, adults have different roles of either being an observer, outdoor challenge ranger or indoor challenge ranger. An observer observes, listens and interprets the child's learning and records this using their online learning journey, Tapestry. The challenge rangers offer new challenges and supports pupils as they make links within their learning.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We begin by completing a baseline assessment of all 17 learning areas for every child. Then we record our observations using an online learning journey, Tapestry. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents/carers. Each term we host WOW events, where we invite parents/carers in for pupils to share their learning with them.

In the autumn and spring term, parents are invited to attend a pupil learning meeting to discuss their child's learning and development. Within the final term, we provide the parent's with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgements with the teacher in preparation for Year 1.

Each week, the EYFS team meet together to ensure that all the progress and wellbeing needs of the children are being met through professional dialogue. Our meetings focus on discussing the children's fascinations to support 'in the moment' planning, data analysis to inform interventions and moderation of evidence and observations to support assessments.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

We have stringent policies, procedures and documents in place to ensure children's safety. All staff working within EYFS receive paediatric first aid training and follow the Intimate Care Policy. We assign a key worker for all children. We share the name of the key worker with parents/carers so that they know who to share specific information with.

Our children are part of the risk assessment procedures. When in FS2, children perform morning checks, with an adult, around the indoor and outdoor environment. They are the 'Risk Rangers.' This encompasses the main features of the EYFS risk assessment.

Inclusion

We value all our children as individuals at Fairfield Primary Academy, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that our children achieve and even exceed the Early Learning Goals (ELGs). 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, the SEND Team and outside agencies.

Parents/Carers 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 a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

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, with parental permission, 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.

Children starting in FS2

To help establish positive relationships, we have a thorough induction process. Nursery visits take place for all children and parents/carers are invited to an induction meeting to receive welcome information packs and have an opportunity to meet with EYFS staff and ask questions. SHINE visits take place in July to transition the children gently and progressively into school life. Some SHINE visits take place with a parent and some are attended alone. The visits increase in duration of time and the children have the opportunity to stay for lunch at school. A home visit is also optional and takes place in July prior to starting in September. Staff meet and greet on the door daily and parents/carers are always welcome to speak to a member of staff at these times.

Transition to Key Stage 1 (Year 1)

Moving up into a new phase of school life needs to be carefully planned. The children transitioning need to feel safe and secure with the changes, and parents/carers need clear information and support during this time. At Fairfield, we take transition seriously and consider the needs of all people involved with planned whole school transition events and days and meet the teacher evenings during the summer term.

Review of the Policy

The Governing Body review this policy annually.