

Rushbrook Primary Academy

Policy name EYFS



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A member of Bright Futures Educational Trust



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All information used in our policies is in accordance with the Data Protection Act 2018 and General Data Protection Regulations (GDPR).

Intent

As a school we want all of our children to become resilient, confident and independent learners and feel we provide the foundations that scaffold and support all children as they start out on their educational journey. The curriculum in Early Years follows the Montessori approach which enables all children to gain the skills, knowledge and understanding to help prepare all children for the next stage of their education. Through the seven areas of learning we deliver topics that nurture, stimulate and engage children. The curriculum allows us to follow the interest of the child whilst developing their experiences of the world around them. We have identified that all children come into our school with different experiences and all staff work hard to ensure that the learning opportunities widen all children's knowledge and understanding of the world. As a school we set ambitious expectations for all children and celebrate cultural differences and diversity. The curriculum provides provisions that support children's spiritual, moral, social and cultural development. Children with additional needs, including SEND are appropriately supported allowing them to grow, learn and flourish.

Rationale

The Foundation Stage applies to children from three years of age to the end of the Reception year. In our school, all children join us at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right, and in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

We believe that early childhood is the foundation in which children build the rest of their lives and at Rushbrook Primary Academy, we have a Nursery and Reception provision.

We are committed to underpinning our provision

with the four themes of the Early Years Foundation Stage:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Aims of the Foundation Stage

The Montessori classroom in EYFS provides the children with a favourable environment, a classroom that is equipped with resources which will inspire the child to explore and investigate. The Montessori environment gives children the freedom in a well disciplined environment to choose their own activities from open shelves and they have their own personal space allocated by mats. Children are also guided by our practitioners as we introduce the child to new experiences and material. With freedom of choice,

children will become enthusiastic learners and this will aid them to develop self discipline and independence. Our Montessori environment is child centred. Children progress at their own pace, lessons are given on an individual basis or in small groups. This enables the teacher to discover more about each individual child and their inner development. Children develop best in a caring environment where they are allowed to express themselves and when learning experiences interest them and are part of their world.

Teaching and learning style

Our policy on teaching and learning defines the features of effective teaching and learning in the Foundation Stage just as much as they do to the teaching in Key Stage 2.

The more general features of good practice in our school that relate to the Foundation Stage are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children achieve the Early Learning Goals by the end of the Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are regularly shared with parents;
- The good relationships between our school and the settings that our children experience prior to joining our school;
- The clear aims for our work and the regular monitoring to evaluate and improve what we do;
- The regular identification of training needs of all adults working within the Foundation Stage.

Inclusion in the Foundation Stage

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 their learning (see our Single Equality Policy).

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this

point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs (SEND), 1-1 TA's or small groups, targeted 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:

- Planning opportunities that build upon children's knowledge, extends their experiences through their interests, which helps 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 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. This involves speech therapy for some of our children.

The Foundation Stage Curriculum

The curriculum for the Foundation Stage in our school reflects the seven areas of learning identified in the Early Learning Goals. The experiences that our children meet often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The seven areas of learning and development in Development Matters 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 three areas are the **prime** areas

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

The Early Learning Goals are in line with the objectives in Development Matters. The children receive one to one lessons in literacy and mathematics and a daily class lesson of phonics 'Letters and Sounds'.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Teachers use the national schemes linked with Montessori scheme of work where appropriate to support the planning for individual children. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards Levels 1 and 2 or 3 of the National Curriculum.

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.

The curriculum is delivered through play-based approach and our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and 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.

Observations and Assessment

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of observation, and this involves the teacher and other adults as appropriate.

Observations – staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of planning. Relevant observations are recorded in the Learning Journeys. These Learning Journeys contain a wide range of evidence that we share with parents at each parental consultation meeting. The Learning Journey follows the child through from Nursery to Year 1 and is sent home with parents at the end of the Autumn Term in Year 1.

During the children's first half-term in the Reception class, the teacher assesses the ability of each child using the Development Matters as a baseline assessment scheme. We use this information to modify the teaching programme for individual children and groups of children. We share the baseline information with parents at the parental consultation meeting in November. There is a further Parents' Evening in the Spring Term where parents can discuss their child's progress.

The teacher completes the assessment again at the end of the child's reception year and records each child's attainment level. The child's next teacher uses this information to make plans for the year ahead. We share this information in the final reports in July.

Parents receive an annual report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. We complete these in June and send them to the parents in early July each year.

Safeguarding

The safety of children is paramount. We create a safe and secure learning environment and provide a curriculum that teaches children how to be safe, make choices and assess risk. We promote a healthy lifestyle by providing fresh fruit daily for the children and encourage them to make independent healthy choices about what they eat and drink. A daily risk assessment will be carried out.

Whole school safeguarding procedures/policies will be followed which all foundation staff have been trained in. All adults in school who look after children have DBS clearance certificates.

All staff must ensure that their personal mobile phones cameras and recording devices are locked away, out of the reach of children during school hours. If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with their line manager and get permission for this. In this situation, any phone calls taken or made should be done so in an area of the setting away from the children. Staff should not give out personal mobile numbers to pupils or parents/carers.

When a child starts school parents/carers are asked to give permission for their child to be photographed/filmed during their time at school. We use these images in the Learning Journeys, displays, website and training purposes (Looked after Children will not have their photograph displayed anywhere without prior permission).

Medical Needs

Any illnesses or allergies are logged in the first aid book by staff trained in paediatric first aid. Each classroom displays a medical board with photographs of the child. Care plans are drawn up with the #SENCO staff if deemed necessary. Any medication is stored away from the children e.g. inhalers, epi pens etc. Staff will complete any relevant training in administering emergency medications. All first aid is logged in the book and a letter is given to parents stating what treatment was given at what time and this is dated.

We will accept a child in poor health providing the child is well enough to access their learning. A child should not attend with a temperature over 38 degrees or if they have had diarrhoea or sickness in the last 48 hours.

If a child is prescribed medication by a GP they should be kept at home for 24 hours. This is because children may have allergic reactions to some medication and this also allows time for the medicine to become effective.

Transitions

Transitions are carefully planned for and given time to ensure continuity of learning. At any transition, we acknowledge the child's needs and work alongside parents, other

settings i.e. nurseries, childminders etc. Children attend introductory sessions to Nursery/Reception to develop familiarity with the settings and practitioners. New starters complete an 'all about me' sheet. In the final term each relevant year group meet and discuss each child's development and pass on any relevant data to ensure a smooth transition in to the next year. This helps the teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all the children.

Behaviour

The Foundation stage follows the School Wide Positive Behaviour Support approach as outlined in our Behaviour Policy.

Outdoors

Children will have access to the whole learning environment both in and out of doors for a substantial part of each session. All children will be encouraged to take part in the full range of outdoor experiences. Resources outdoors and indoors will be organised similarly to enable children to be independent and take responsibility. Planning incorporates outdoor activities for all weathers.

The role of parents

We believe that all parents have an important role to play in the education of their child. 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;
- The teacher visits children in their home setting or school setting prior to their starting school;
- The children have the opportunity to spend time with their teacher before starting school;
- Inviting all parents to an induction meeting during the term before their child starts school;
- Offering parents regular opportunities to talk about their child's progress in our Reception/Nursery classes;
- Encouraging parents to talk to the child's teacher if there are any concerns. Parents receive a report on their child's attainment and progress at the end of each half term and one at the end of the school year;
- Having flexible admission arrangements that enable children and parents to become secure, and by allowing time to discuss each child's circumstances;
- Arranging for children to start school over the first three weeks of term. We stagger the starting time of each child over this period, so that the teacher can welcome each child individually into our school. We encourage parents to stay if there are any problems with the child's admission;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents;
- Offering a range of activities that support the involvement of parents. There is regular communication with home through the child's school reading diary and participating in parenting groups i.e. Bookstart Agencies.
- Providing play and stay allowing the children to share with their parents what they have been doing in the classroom. It also provides the opportunity for the parents to ask questions.

- Arranging the dentist to come in and examine the children's teeth and promote Healthy eating and self-care.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

Signed:

Date: