



EARLY YEARS FOUNDATION STAGE POLICY

January 2022

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At The Academy of Woodlands, we endeavour to create a happy, caring environment, with consistent praise and encouragement, so that each child feels individually valued, well-motivated and confident to face new challenges and reach our high expectations with a sense of achievement.

Our practice is based on the statutory framework for the Early Years Foundation Stage (EYFS) 2021, which sets the standards for learning, development and care for children from birth to five, end of Reception Year.

The Childcare Act 2006 provides for the EYFS learning and development requirements to comprise three elements:

- The early learning goals – goals that providers must help children work towards i.e. the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five.
- The areas of learning and development (educational programmes) – areas which must shape activities and experiences for children in all early years settings.
- The assessment arrangements – arrangements for measuring progress and requirements for reporting to parents/carers.

There are seven areas of learning and development, which are:

The three prime areas:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

The four specific areas:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

Our aims

This Early Years foundation policy is based upon the principles of:

- A unique child – every child is constantly learning and can be resilient, capable, confident and self-assured.
- Positive relationships – children learn to be strong and independent through positive relationships.
- Enabling environments – 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/carers.

- Learning and development – children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs.

Academy practice

At our Academy, we recognise that:

- In addition to a relevant curriculum, effective education requires practitioners who understand and are able to implement the educational programme requirements.
- Effective education requires understanding that children develop rapidly during the early years –physically, intellectually, emotionally and socially.
- Children feel included, secure and valued by addressing and meeting their individual needs.
- Early years experiences build on what children already know and can do.

At our Academy, we aim to ensure that:

- By working closely with parents/carers, no child feels excluded or disadvantaged.
- Our early years curriculum is carefully structured.
- We provide opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves.
- Our practitioners observe and respond appropriately to the children.
- We provide well-planned, purposeful activities and appropriate intervention to engage the children in the learning process.
- The learning environment is well-planned and well-organised in order that children have rich, stimulating experiences.
- Our practitioners provide high quality care and education to ensure effective learning and development for young children.

The Foundation Stage curriculum

The Foundation Stage covers the development of children between the ages of three and five years. The Reception year is the final year of the Foundation Stage. Many children have attended some form of pre-school setting. Practitioners working with children at pre-school will also have been guided by the early years Foundation Stage document, using the phases of development, working towards the early learning goals. The Reception year has a set of expectations or goals that the children are supported to achieve. These Early Learning Goals are divided into the seven areas of development:

The prime areas:

Communication and language

- Listening, attention and understanding
- Speaking.

Physical development

Fine motor

- Gross motor

Personal, social and emotional development

- Self- regulation
- Managing self
- Building relationships.

Specific areas:

Literacy

- Comprehension
- Reading.
- Writing.

Mathematics

- Numbers.
- Numerical patterns

Understanding the world

- Past and present
- People, cultures and communities
- The natural world.
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Expressive arts and design

- Creating with materials.
- Being imaginative and expressive

We value each area of development and appreciate the importance of learning through play in achieving the early learning goals relating to each area. Our planning is structured to reflect the different ways in which children learn and develop. We provide a balance of activities that children can initiate themselves (Child Initiated) and those that are teacher directed. We provide opportunities for teaching and learning both indoors and outdoors. We are aware of the rich experiences that children come into The Academy with and are prepared to extend these appropriately.

Assessment

As part of the teaching and learning process, staff members assess each child's development in relation to the phases of development and early learning goals, as documented in the EYFS framework. All seven areas of development are included in the assessment.

Progress check at age five

In the final term of the year in which the child reaches five, we will complete the Foundation Stage profile for each child. This provides a way of summarising children's achievements and provides important information for parents and Year 1 teachers. The profile ensures that each child leaves the Foundation Stage with their strengths acknowledged and next steps for learning identified. We will assess each child's level of development against the Early Learning

Goals and indicate whether the child is meeting or exceeding expected levels. If a child has not yet reached expected levels, we will highlight those areas where further progress is needed.

Other requirements

The Early Years Foundation framework also contains requirements of the standard of provision and facilities for the children. These are also subject to Ofsted scrutiny and inspection.

Staff

All our staff are fully qualified to carry out the role assigned to them. Each child has a named key person (class teacher) whose role is to ensure that every child's care is tailored to meet their individual needs and to offer a settled relationship for the child as well as keeping regular contact with parents /carers.

Premises

Our premises and equipment are organised in a way that meets the needs of pupils and in particular provide maximum possible access for children with disabilities. We offer statutory levels of provision for outdoor play.

Records and information to parents

We keep careful records of progress as indicated in the assessment section of this policy. We ensure that there is a two-way flow of information about each child between us and their parents/carers. We report on:

- Progress (see the section above on assessment).
- The range and type of activities provided for the children.
- How we support children with special needs or disabilities.

The Foundation Stage policy operates in line with our other Academy policies, which address the important issues of:

- Behaviour.
- Special Educational Needs.
- Gifted and talented children.
- Health and safety.
- Child protection.
- Equal opportunities.

References

Statutory Framework for the EYFS – DfE www.education.gov.uk/publications.

Policy reviewed: January 2022

Head Teacher:

