



AVANTI SCHOOLS TRUST

**Avanti Court Primary School
Early Years Foundation Stage Policy**

November 2021

Review date: November 2022

Early childhood is the foundation on which children build the rest of their lives. We value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. We also view the EYFS as preparation for life and not simply preparation for the next stage of education. The Avanti Way underpins all we do, to ensure our children have the best possible start on their journey to Educational Excellence, Spiritual Insight and Character Formation.

Aim

We aim to support all children to become independent and collaborative learners by:

- Providing a happy, safe, stimulating and challenging programme of learning and development.
- Providing a broad, balanced and creative curriculum that will set in place firm foundations for further learning and development.
- Fostering independence and self-confidence in all children.
- Valuing what each child can do, assessing their individual needs and helping each child to progress.
- Developing strong relationships with parents and carers to build a partnership in supporting their children. We know parents are children’s first and most enduring educators and we value the contribution they make.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

Curriculum

The early years curriculum we will offer children is based on the following principles:

- It builds on what children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It acknowledges the importance of a full working partnership with parents and carers.

Our curriculum for EYFS is based on the statutory framework for the early years foundation stage 2021 (setting the standards for learning, development and care for children from birth to five). We use *Development Matters in the Early Years Foundation Stage*; non-statutory guidance material which support the implementation of the statutory requirements of the EYFS. At the end of the Reception year, each child will be assessed against the 17 Early Learning Goals (ELGs), each one linked to one of the seven areas of learning highlighted in the EYFS curriculum below.

Our EYFS curriculum will focus on the following domains of learning:

| Domains of learning | National curriculum areas of learning | |
|--|--|------------------------------|
| English and Languages | Communication and Language (C&L) | Literacy (Reading & Writing) |
| Mathematics | Number & Numerical patterns | |
| Physical development and movement | Physical development (PD) | |
| Arts, Music and Crafts | Expressive Arts and Design (EAD) | |
| Philosophy, faith and belief (to include PSED) | Personal, social and emotional development(PSED) | |
| Nature and the environment, science and | Understanding the World (UW) | |

These domains of learning and development will shape educational provision in our Early Years. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others; staff will take responsibility for ensuring a balance of adult led and child initiated activities in order for most children to reach the levels required at the end of EYFS. Children's development levels are assessed and as the academic year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas.

Literacy development: involves encouraging children to link sounds and letters and to begin to read and write. Within the classroom, we encourage this with the use of Bug Club and daily stories. The children in the EYFS participate in daily phonics sessions, following a nationally recognised programme. In our school we use Bug Club.

Our learning environment and the delivery of the curriculum incorporates the three characteristics of effective learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

EYFS staff will use observations as the basis for planning; observing children to identify their achievements, interests and next steps for learning. These observations will direct planning.

Children will have access to both inside and outside areas across the day; this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and in different scales than when indoors.

Parents as Partners

Parents and carers have an important role to play in the education of their child. We strive to create and maintain partnerships with parents from the outset as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care as parents are children's first and most enduring educators. At the school we develop longstanding caring, respectful, professional relationships with our children and their families.

Teaching and Learning

The need and interests of the children, the environment and the time of year are reflected in our planning. We organise the curriculum into topics and make connections to all seven areas of learning. We use curriculum overviews and refer to long term, medium and short term plans, with the flexibility to change and adapt to children's interest.

The children feel listened to and valued because they contribute to the planning process, which gives them ownership and improves their learning experience. Through learning, children are encouraged to become independent learners as they access the different areas of learning. It is important at this early stage that children are provided with the skills necessary to identify and communicate their needs and wants, look after themselves and their belongings and make choices. This independence helps children to make sense of the world around them and provides them with opportunities to create, investigate and communicate.

In the EYFS we recognise the following as key features of quality teaching and learning:

- The presence of strong partnerships between teachers and parents
- Teachers understand how children develop and learn and how these variations affect their teaching
- A well planned curriculum which helps children work towards the Early Learning Goals
- Teachers give clear explanations and set clear expectations
- Teachers plan appropriate interventions with support from outside agencies if appropriate
- All practitioners facilitate progression in learning through effective scaffolding
- A well thought out environment, which allows children to feel safe and confident to communicate/talk about their learning and to develop as independent learners
- Consistent assessment for Learning
- An underlying ethos of high expectations, praise and encouragement
- Embed the ethos and values of Avanti Schools Trust.

The Learning Environment

The EYFS classrooms are organised to enable children to explore and learn securely and safely. There are areas where the children can be active, creative and quiet. Each classroom will have clearly defined learning areas where children are able to locate equipment and resources independently. We deliver learning experiences through purposeful learning with a balance of adult-initiated and child-initiated activities.

Outdoor Learning

Children will have the opportunity to learn through play outside on a daily basis throughout the year in all kinds of weather. Provision outside should allow children to have the freedom of the outdoors and offer children the opportunity to move on a larger scale, to be active, noisy and messy and to use all their senses with their whole body. Therefore, carefully planned outdoor learning experiences will help all children to find out about themselves and their capabilities. Outdoor learning helps develop self- confidence, independence and lays the foundations for a healthy life. We will ensure that there is a balance of adult-led and child- initiated activities delivered through indoor and outdoor learning. We will monitor equipment so that outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable for their purpose with appropriate risk assessments carried out.

The role of the lead practitioner outside is crucial in:

- Supporting children's learning through outdoor planned learning activity
- Extending and supporting children's spontaneous learning
- Planning and resourcing a challenging environment
- Developing children's language and communication in their learning
- Observing children and adapting provision
- creating structures to clearly show who is responsible for the setting up and clearing away of outdoor resources
- Demonstrating an enjoyment of being outside with the children
- Linking provision to the planned indoor curriculum and building on children's interests. Weather conditions should be viewed as an opportunity to develop children's learning
- Encouraging children to assist in tidying up after the morning and afternoon session.
- Supporting the children's spontaneous talk and exploration, through imaginative and skilful interaction.

Behaviour management

Children are supported to manage their behaviour in line with accepted school procedures. At all times practitioners are expected to behave thoughtfully, from a position of understanding individual needs and to use the Avanti approach and relevant strategies in managing children's behaviour and feelings.

Observation and Assessment

Formative assessment is at the heart of our Early Years practice. Observations are recorded in a variety of ways; photographs, written notes (short and long observations), children's learning, parent observations and are used to inform teacher assessment which will be shared with parents at different stages of the year. At the end of Reception, a child's Learning Journey will be used to provide evidence for the assessment of whether they are working at a stage which is emerging, expected or exceeding in the Early Learning Goals (ELGs) for the seven areas of learning and development. These observations are recorded via Tapestry.

Assessment is inputted on Arbor regularly in line with the Trusts data drops deadlines. The Reception Baseline Assessment (RBA) is used to gauge the starting point of children on entry to the school. This short assessment, will be taken in the first month in which a child starts reception. Children will also be assessed half-termly in Phonics to closely monitor their progress.

Inclusion/ Special Educational Needs

All children and their families are valued at the School. Children are treated as individuals and they all have equal access to our daily provision. The broad and differentiated nature of our planning means our plans are flexible to meet the needs of all children regardless of disability, ability, race, ethnicity, culture, language, gender, sexual orientation, age, religion or social background.

Early identification of special needs is crucial to enable staff to support the development of the child. Concerns are always discussed with parents at an early stage and the school's Special Educational Needs Coordinator (SENCO) or Inclusion Manager is called upon for further information and advice from external agencies.

In order to accommodate children's particular learning style, lessons will be planned, wherever possible, in a multi-sensory way so that the various activities will cater for all children in the spirit of inclusion.

Role of Key Person

Every child in EYFS is assigned a key person; a member of staff who has special responsibility for the education and welfare of a particular group of children.

The Key Person will:

- Develop secure trusting relationships with key children and their parents/carers
- Provide a secure base for key children by supporting their interests and explorations and by being physically and emotionally available to them
- Comfort distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently
- Acknowledge and allow children to express a range of feelings
- Settle new key children into the setting
- Settle key children and where possible eat with them in small groups.

Key person responsibilities include:

- Keeping records of key children's developmental progress, contributing observations to records kept by colleagues and sharing records with parents
- Observing key children and analysing the information gathered through observation
- Planning and evaluating learning experiences for individual children based on observations of their interests and developmental stages
- Contributing in writing individual education plans and reports for key children with special educational needs
- Communicating with parents on a daily basis wherever possible.

Safeguarding

The EYFS Leader must hold a Level 3 qualification with all other staff holding a Level 2 or equivalent qualification. All staff must adhere to Avanti School Trust Safeguarding Policy and refer all areas of concern to the named Designated Safeguarding Lead.

We have clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for many aspects of the environment, or provision that may require a further risk assessment. In addition to this, appropriate risk assessments are conducted in the Early Years Foundation Stage. (See Annex 1)

Transitions are carefully planned for acknowledging the child's needs. We aim to establish effective partnerships with those involved with each child in order to provide the best support.

Transitions

Families joining the Nursery are offered 'Stay and Play' sessions. Parents are invited to an information morning about the EYFS to ensure families are prepared and informed.

Home visits are made so children are introduced to early years practitioners in an environment that is familiar and comfortable to them. Parents/carers are invited to share details of their child's interests and development and to advise us of any concerns of medical requirements that might be needed. Staff take the opportunity to get to know, observe and play with the child.

Children are introduced to the Nursery in small groups so that they have more time with practitioners during their settling in period and to help develop relationships between the child and staff before allocating a key person. The key person will help the child and parent/carer become familiar with the setting and to feel confident about our practice.

Previous setting - Staff attend a transition meeting where information is shared with colleagues from different settings about children entering the school. Where a child has an identified SEND, staff visit them at their first setting.

Transition between year groups and into Year One - The summer term is when most transition work takes place to support children with this change. Children meet their new teachers and prepare work to take with them to their new classes. The Reception children join Key Stage 1 children for some play times and assemblies. They visit their new classroom and where possible their new teacher spends some time working in the known Reception class.

Annex

Annex 1 – EARLY YEARS Risk Assessment Check list



AVANTI COURT
PRIMARY SCHOOL

| | Week Starting _____ / _____ / _____ | | | | |
|-----------------------------------|-------------------------------------|---------|-----------|----------|--------|
| | Please clearly initial every day | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Electrical Sockets Covered | | | | | |
| No trailing wires/cables | | | | | |
| No hazardous substances/equipment | | | | | |
| Toilet area clean | | | | | |
| Boundaries/Gates secure | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Fire exits not obstructed | | | | | |
| Flooring has no slip/trip hazards | | | | | |
| Water/Sand play supervised | | | | | |
| Toys/equipment/furniture not damaged | | | | | |
| External Area free from animal excrement/rubbish/sharp thorny plants/weeds | | | | | |
| Outside play equipment secure/supervised | | | | | |
| Doors, windows, glass do not prevent a hazard | | | | | |
| Knives/sharp equipment out of reach | | | | | |
| Paediatric first aider on premises | | | | | |
| Handling materials and equipment. | | | | | |
| Child collection good practice in place | | | | | |
| Climbing frame checked for hazards | | | | | |
| Equipment is EYFS appropriate | | | | | |