



# FRAYS

*Academy Trust*

## **Frays Academy Trust Early Years Policy**

**Date Ratified: February 2018**  
**Review Date: February 2021**

## Version History

Version	Author of the Document	Status and Purpose	Changes Overview
1	Early Years Strategic Lead	Policy Review	Reference to updated guidelines, assessment updated to reflect new statutory requirements.
2	Early Years Strategic Lead	Policy Review	Policy updated to reflect branding changes and to extend the policy review period to every three years.

## Approval

<b>Signed by Chair</b>	
<b>Date of Approval/Adoption</b>	
<b>Date of Review</b>	<b>February 2021</b>

## Notes on Document

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Once issued, as a minimum this document shall be reviewed every three years or as necessary by the originating team/committee.

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

## **Belief Statement**

We acknowledge the importance of 'quality' in the Early Years Foundation Stage and we recognise that every child is unique and is entitled to have their own individuality appreciated, respected and their particular needs provided for appropriately.

The Early Years Foundation Stage is a distinctive and key phase of a child's education and it underpins all future learning.

## **The Early Years Foundation Stage**

The Early Years Foundation stage begins from birth until the end of Reception. The children in the Trust enter the Nursery in the September after their third birthday and then start the Reception class the September after their fourth birthday. (Compulsory schooling begins at the start of the term after a child's fifth birthday.)

## **Aims of the Early Years Foundation Stage**

- To provide an atmosphere where children can be happy, contented, safe, valued, gain confidence and achieve greater independence.
- To provide a child-friendly environment that is safe, caring and stimulating.
- To provide an environment where no child should be excluded or disadvantaged.
- To build upon what children already know and what they can do.
- To promote children's social, intellectual and physical development through play and structured activities.
- To provide, through a stimulating environment, opportunities for the child to develop a positive attitude to learning and an active interest in the world around them.
- To develop a working partnership between parents/carers and school in order to establish an accurate understanding of each child's individual needs.
- To work within the guidelines of Development Matters (2012), the 'Statutory Early years Foundation stage Framework (2014), and the 'Early Years Foundation Stage Assessment and Reporting Arrangements'. 2013

## **How do we do this?**

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

The Early Years Foundation Stage is based around four 'Key Themes', three 'Prime areas of Learning', four 'Specific Areas of Learning' and three 'Learning Characteristics'.

**The themes:**

A Unique Child

Positive

Relationships

Enabling

Environments

Learning and Development

Each theme is linked to an important Principle: A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

**Positive Relationships**

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

**Enabling Environments**

The environment plays a key role in supporting and extending children's development and learning.

**Learning and Development**

Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

The learning

characteristics: playing

and exploring

active learning

creating and thinking critically

The curriculum is topic lead and planned using the practical guidance for the Early years Foundation stage. These show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation stage in order to achieve the 17 'Early Learning Goals'.  
(see appendix 1)

**Planning in the Early Years Foundation Stage**

We plan learning experiences from the children's interests and believe they should play an active role in generating ideas for the curriculum. Each year group have plans for continuous provision inside and outside, some which correspond to ensure continuity throughout the phase, as well as social interaction and a greater range of differentiation in supported activities. The literacy and mathematics plans focus on whole class teaching and adult directed tasks that the children participate in. The continuous provision plan ensures each area of learning is well resourced and equipped for the children to learn, practise, transfer and develop skills.

**Long term planning**

This is a yearly overview of the topics. It outlines the main objectives to be covered within that topic.

**Medium term planning**

The medium term planning outlines, in more detail, each of the topics to be covered, week by week. These contain clear learning objectives, taking into account the age and development of the children.

## Short term planning

Weekly plans show learning objectives, activities and observation and assessment opportunities. We plan a mixture of directed and child initiated learning for the children to engage in.

## Assessment and the pupil profile

Our Assessment procedures are as follows

- On entry to Nursery children are assessed using the Hillingdon on-entry profile.
- We use observations to inform our planning and to record assessments of the children, and progress is tracked across the 'Development Matters', then recorded on Target Tracker regularly (at least half-termly).
- All pupils are assessed against guidance in the 'Early Years Foundation Stage (EYFS) Handbook'.
- EYFS Profile requires practitioners to assess children against a set of 17 early learning goals (ELGs). Staff use their judgement to decide whether children have met each ELG or whether their level of attainment is above or below the level described by the ELGs. This results in a judgement of expected, emerging or exceeding, for each child.
- This information is given to the local authority (Hillingdon) and is a national assessment where all data is collated and forms a national data bank.
- The Early Years Foundation stage profile will form the basis for reports to parents/carers. Assessment on entry to Reception is implemented using .....The on -entry assessment is part of the statutory requirement, introduced in September 2015. The profile is updated throughout the year and finalised during the summer term. This forms a summary of the child's development at that point.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

## Teaching methods and approaches.

***Play underpins the delivery of all the Early Years Foundation Stage.***

***Through play, in a secure but challenging environment with effective adult support, children can:***

- ***explore, develop and represent learning experiences that help them to make sense of the world;***
- ***practise and build up ideas, concepts and skills;***
- ***learn how to understand the need for rules;***
- ***take risks and make mistakes;***
- ***think creatively and imaginatively;***
- ***communicate with others as they investigate or solve problems.***

## Assessment through Observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc, and it is primarily by observing children that judgements are made to inform records and planning. Specific time for planned observations is allocated each week, which may take place in the form of a general classroom observation, e.g. of an activity, an observation on a particular child or on one of the targets from the Early Years Foundation Stage Profile.

These observations are recorded in a variety of ways e.g. photographs, post it's, annotations on work, longer observation sheets and work completed in their learning journeys.

## Play in the Early Years Foundation stage

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand 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 and express fears or re-live anxious experiences in controlled and safe situations. Staff in the Early Years Foundation Stage value and participate in children's play to help children to concentrate and persevere, devote time and quality to their play, develop language and social skills, consolidate and reinforce past learning and build upon existing experiences and past learning.

### **Admission to Nursery and Reception**

The Frays Academy Trust nurseries offer part-time education for fifty children between three and four years old, per school. Places are offered to those who meet the admission criteria set out by the Governors. Places are offered to children the term after their third birthday. Young children starting school need support to enable them to adjust successfully to their new environment and to develop positive attitudes towards the range of experiences they will encounter. We believe that developing a positive relationship with parents is a vital part in encouraging emotional security. Application forms are available from the school offices. Children with successful applications will begin Reception in September after their fourth birthday. Admission into one of our Nurseries does not guarantee a Reception place, parents must apply for these through the London Borough of Hillingdon.

### **Transition**

Changing from a pre-school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The EYFS team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs. This is achieved by:

### **Settling in to Nursery**

- Nursery staff make home visits prior to pupils starting Nursery in September.
- New nursery pupils and their families are invited to visit the setting before starting in September..
- The parents will be provided with a pack which gives details of routines in their Nursery and other important information.
- In addition two of the schools, invite new nursery pupils to 'getting to know you' sessions at the local Children's Centre in the summer holidays, prior to starting, which school staff also attend.
- During the Autumn half term, parents are able to come into the setting with their child for the beginning of the session to help them settle.
- Pupils in Nursery have a staggered start, with small groups starting each day based on the pupil's individual needs then their date of birth. This allows a greater level of individual support for each child.
- After six weeks in the Nursery parents are invited to discuss how their child has settled during 'Parents Evening'.
- Nursery pupils transitioning to Reception regularly visit during the summer term, where they will have the opportunity to meet their class teacher and familiarise themselves with the open plan classroom.

Each session is three hours long. For Nursery times, please see individual school websites.

### **Settling in to Reception**

- The parents of children transitioning from Nursery, or an alternative setting, are invited to a 'Transition Meeting' with the EYFS leader and other key members of staff.
- Children who do not attend the Nursery of the school they will be starting Reception in, will be given an opportunity to attend Reception for two one hour sessions to help them become

familiar with the setting.

- Pupils in Reception also have a staggered start, with small groups starting each day based on the pupil's individual needs then their date of birth. This allows a greater level of individual support for each child.
- Children will start Reception on a part time basis for the first three-five weeks to enable a gradual introduction to the new routine.

Reception begins and ends at the same time as the rest of the school 8.45am – 3.15pm. Staff are available at the beginning of each session (briefly) and for a longer period at the end of a session, as well as other organised appointments.

## **Welfare**

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding Children Policy)

*"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."*

In the Trust we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We understand that we are required to:

- promote the welfare and safeguarding of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

## **Partnership with Parents\***

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible.

Formal meetings which are offered to parents include

- Summer visit for the child and parents to visit the current class – June/July.
- A transition meeting to explain school and class routines – June/ July.
- Home visits will take place in July for every new nursery pupil.
- Autumn term: parents consultations to discuss settling and any initial language or behavioural needs and target setting for the term – September/October.
- A reading meeting to inform parents how phonics and reading is taught and how they can support at home - November/October.
- A numeracy workshop to inform parents how mathematical concepts and skills are taught

- and how they can support at home- November
- Spring term: parents consultation to discuss progress, Foundation Stage Profile achievements and setting new targets for the term– January.
- Summer term: parents receive school report, reporting the Early Learning Goals (ELG) that pupils achieved and next steps as the children prepare for Year 1–July.
- Links through learning activities as and when appropriate, e.g. family sessions and events, ‘Stay and Play’ sessions, worship in the Church (for Church Schools), homework books, home reading books, sharing ‘Learning Journeys’, School trips, etc.

\*whenever the term parent is used it refers to anyone who has parental responsibility of the child.

### **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 choose their own activities from those on offer, as we believe that this encourages independent learning.

### **Inclusion in the Early Years Foundation stage**

In our schools, we believe all children are special. We give all our children the opportunity to achieve the best. We do this by taking account of our children’s range of life experiences when planning for their learning.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- Planning activities that take account of children’s individual needs and groups (including gifted and talented, SEND and EAL, gender, FSM, etc...)
- Using a wide range of teaching strategies based on children’s learning and needs.
- 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.
- Involving external support agencies as necessary.

### **Equal Opportunities**

In line with the Trust’s Equal Opportunities policy, no child will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

## Appendix 1

The areas of learning and development support, foster, promote and develop children's development:

### Prime Areas

1. **Personal, Social and Emotional Development** – Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. It involves making relationships, developing self-confidence and self-awareness and managing own feelings and behaviour.
2. **Physical Development** – Developing skills involved with moving and handling. It will improve co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of wellbeing, and knowledge of health and self-care.
3. **Communication and Language** - Children will develop confidence in listening and attention, understanding and speaking in a variety of settings and purposes.

### Specific Areas of Learning

1. **Literacy** – Children will learn to read, using different strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will then progress to writing simple sentences which can be read by themselves and others.
  2. **Mathematics** – Will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure.
  3. **Understanding the World** – Knowledge of people and communities, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.
  4. **Expressive Arts and Design** – Exploring and using media and materials is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.
- Planning will take place collaboratively between the teachers and other staff involved in E.Y.F.S. This describes the learning activities linked to objectives and assessment opportunities. The termly medium term plans include learning objectives from all areas of learning. Short term plans are decided on a weekly basis from observations and take into account the current needs of the children. These are focussed on basic skills. Observations on focus children will also provide additional information for assessment purposes. Weekly and daily planning is displayed for all staff concerned.
  - The children will be given opportunities to explore and develop learning experiences, which help them to make sense of the world through structured play. They will practice and build up

ideas, and learn how to control themselves and understand the need for rules. They will have opportunity to think creatively alongside other children as well as on their own. They will communicate with others as they investigate and solve problems.

- The learning environment is planned for both indoors and outdoors to encourage a positive attitude to learning. The children make their own selection of the activities on offer as this encourages independent learning.