



Marden Primary Academy Early Years Foundation Stage Policy

September 2021

Next Review Due: July 2022

Co-ordinator – Miss L Phillips

***“Around here, we don’t look backwards for very long...
we keep moving forward, opening up new doors
and doing new things
because we’re curious....
and curiosity keeps leading us down new paths”***

Walt Disney

The research is clear: a child’s early education lasts a lifetime. An excellent early education is the foundation for later success. At Marden Primary Academy we provide a high quality education to give every child the best possible start and we are aspirational for ALL pupils.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Marden Primary Academy. The implementation of this policy is the responsibility of practitioners working in the EYFS settings, including both teaching and non-teaching staff. It is the responsibility of the SLT to ensure that this policy is adhered to.

Aims

Marden Primary Academy EYFS setting strives to provide:

Quality and consistency in our setting, so that every child makes good progress from their starting points and no child gets left behind;

A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;

Partnership working between practitioners and with parents and carers;

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.

Principles

Within Early Years education we offer our children learning that is based on the following principles:

- **Build on what each child already knows and can do;**
- **Inclusivity to all groups of learners and individuals, taking into account children’s backgrounds, ethnicity, gender, EAL and SEND;**
- **Provide a rich and stimulating environment, including challenging, exciting and imaginative indoor and outdoor learning environments;**
- **Provide a wide range of opportunities for independent learning, adult directed learning, adult-led learning and child-initiated learning;**
- **Encourage parents and carers to become involved in their children’s learning;**
- **Provide a positive, supportive environment where children feel safe and secure to learn;**
- **Develop positive attitudes towards learning from an early age;**

- Provide knowledge based on the Early Years Foundation Stage seven areas of learning;
- Provide an extensive range of opportunities for assessment in well thought out and detailed planning;

Admissions

Reception - Parents of children who require a Reception place will apply online to their Local Authority. Please see the school admissions department of your local authority, the school website and/or our Admission Policy for details. All prospective parents are invited to visit the academies and are taken on an informal tour.

Legislation

Statutory framework for the Early Years Foundation Stage (EYFS)

Teaching in the EYFS at Marden Primary Academy is delivered in accordance with the government's statutory document, 'Statutory Framework for the Early Years Foundation Stage.'

Curriculum

Areas of Learning and Development

There are seven areas of learning and development that shape educational programmes in the EYFS at Marden Primary Academy. All areas of learning and development 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.

The Prime Areas, are:

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

We also support children in 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

In planning and guiding children's activities, practitioners will reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

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

Teaching & Learning

*“Tell me and I forget, teach me and
I may remember, involve me and I learn”*

Benjamin Franklin

Practitioners will consider the individual needs, interests, and stage of development of each child in their care and will use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. At Marden Primary Academy we emphasise rigour and structure in all activities to ensure meaningful educational and developmental outcomes for every child. In our Reception class, daily teaching of phonics, literacy and maths is from the outset and is a key part of our curriculum.

As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults.

Children have daily access to well-planned stimulating learning environments, indoors and outdoors. These environments give children opportunities to be active and physical and also quiet and reflective.

Assessment

Baseline:

Prior to children starting, staff spend time speaking to the child's parents, previous settings and read previous learning journal's to gain an understanding of the whole child and where they are at. During the first half term in Reception, all staff use ongoing assessments, observations and conversations with the child to develop a baseline assessment. This identifies each individual's starting points in all areas so we can plan experiences to ensure progress. The following baseline assessments are also carried out.

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on 'Language, Communication and Literacy,' and 'Mathematics.' The purpose of this is to show the progress children make from Reception until the end of KS2.

Ongoing Observation:

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children and excessive paper work. Practitioners draw on their knowledge of the child and their own expert professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing / making. Some observations are uploaded using Tapestry and shared with the supporting parents and carers.

Phonic assessments are carried out termly to quickly identify pupils that are not making expected progress. Our aim is for children to 'keep up' rather than 'catch up' where possible.

In the summer term of Reception, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile will reflect on-going observation, all relevant records held by the setting, discussions with parents/carers and any other adults whom the teacher, parent/carer judges can offer a useful contribution.

Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development ('Expected') or are working towards the expected levels ('Emerging'). This is the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in the seven areas of learning. These will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Marden Primary Academy will share the results of the profile with parents and carers and explain when and how they can discuss the Profile with the teacher who completed it.

The Profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

Induction/Transition to Reception

A parent information meeting is held in the summer for parents/carers of the prospective Reception class. The purpose of this meeting is to welcome all our families to the school, to disseminate important information about routines and the curriculum, to encourage discussion and to emphasize the vital importance of home-school co-operation and mutual support. This marks the beginning of the home-school partnership, which we regard as high priority for the benefit of all of our children.

There are close links made between Marden Primary Academy and Marden Pre-School. The Reception class teacher visits Marden Pre-School throughout the school year. During the Summer Term the class teacher will also visit other Pre-Schools where children who are due to start at Marden Primary Academy in September are attending.

Children from Marden Pre-School are given the opportunity to join the current Reception class for one afternoon each week in the Summer Term with their pre-school practitioner. Children from other Pre-Schools are also given the opportunity to join Marden Pre-School for the afternoon. All children are also invited to a transition morning which gives them an insight into what their school day will consist of before they start.

Transition to Year 1

Towards the end of the Reception year, the teachers will begin to prepare the children for Year 1.

We do this at Marden Primary Academy by:

- Scheduling a 'Meet the Teacher' day, when all classes will spend part of the day with their new teacher in their new classroom.
- Presenting to parents the expectations for a child in Year 1, the differences in timetable, homework and learning.
- Allowing time for the teacher of the Reception class to 'handover' to the Year 1 teacher, giving information on family background, learning styles, friendship groups, academic ability, progress achieved through the year etc.
- Ensuring we have an open-door policy for any concerns the parents and/or children may have.

Inclusion

"Every child deserves a champion-an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can be"

Rita Pierson

At Marden Primary Academy we believe that all children matter and have equal rights - irrespective of the child's special educational need(s), disability, gender or ethnicity. Consequently, we aim to be a fully inclusive school - as described in our Equality Policy. We give our children every opportunity to participate in a wide range of experiences in order to help them to achieve their best. We do this by taking account of each child's communication needs, any disability and their range of life experiences when we are planning for their learning. This is outlined in school Accessibility Plans, which is an annually revised document outlining how each school intends to meet the needs for all children to access learning.

Parents

We believe that all parents and carers have an important role to play in the education of their children. We therefore recognise their role by:

- Offering parents and carers regular opportunities to talk about their child's progress through an open-door policy and through Parent/Teacher meetings
- Encouraging them to support their child in home learning activities;
- Encouraging parents and carers to talk to the child's teacher if there are any concerns;
- Offering a range of activities throughout the year, that encourage collaboration between child, school and home;
- Providing various activities that involve parents and carers such as inviting them to phonic meetings, as well as SEND meetings in order to discuss the kind of work that the children are undertaking in class and how they can continue to work with their child at home;
- Holding parents' evenings, discussing individual next steps and progress;
- Sharing progress at school through photographs and observations via Tapestry;
- Sending home an annual written report to parents/carers on their child's attainment and progress at the end of the school year.

Safeguarding/Welfare of Pupils

The class teacher is responsible for the pastoral care of each child as well as the academic side of school life. Named members of the school team are qualified in Paediatric First Aid. Medication will be kept well out of reach of pupils and administered in accordance with the Medicines in School Policy.

A school behaviour policy is in place and followed on entry to Early Years. All safeguarding and child protection concerns will be reported to the Designated Safeguarding Lead and procedures followed in accordance with Marden Academy's Child Protection and Safeguarding Policy.