



# **Early Years Foundation Stage Policy**

**Reviewed:** June 2023

**Next Review:** July 2024

The Foundation Stage at Goldsmith Primary Academy applies to children from 2 years of age to the end of the reception year. We have a 32 place two year old provision and 52 place nursery run on a sessional basis, reception consists of 2 classes with a capacity of 30 children in each. In our school, reception 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 Early Years Foundation Stage (EYFS) is important in its own right, and in preparing children for later schooling. The EYFS sets out what is expected of most children by the end of the Foundation Stage.

At Goldsmith Primary Academy we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents, carers and others to meet their needs and to help every child reach their full potential.

*As outlined in the EYFS Statutory Framework 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'*

### Principles into Practice

As part of our practice we:

- Provide a balanced curriculum based on the EYFS across the seven areas of learning, using play as the basis for this learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are both adult- initiated as well as child-initiated, supported by the adult where appropriate.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.

### Home Visits and Transition in EYFS

- Prior to any child being welcomed into our setting the first point of contact will be made with both parents and child, in the home.
- A home visit will be made shortly before the child is due to start 2 year old provision/ nursery. Two staff will make the visit.
- All children joining us in reception will also have a home visit. This is for both children who are new to our school as well as those moving up from our nursery.
- The visit will give the staff the opportunity to meet both the parents and child in their own familiar and secure surroundings.

- If home visits are not possible, arrangements will be made for the family to meet in school.
- Meetings will be used, not only to get to know the parent and child, but additionally to explain routines, times etc. and to answer any questions that may be asked of the setting. They will enable staff to interact with the child and provide him/her with a reference point for the formal start of their provision in nursery or twos.
- Meetings will give an opportunity for both parents and school to discuss mutual expectations or support that may be offered.
- Play and stay sessions are offered to Reception pupils who are new to Goldsmith in addition to existing children that have planned transition in line with the whole school. In Nursery there are 3 play and stay sessions, the first session is with parent/carer, the second is without parent/carer for an hour and the third is 90 minutes without a parent or carer. After this point they attend a full length session, to further support them their previous key workers are involved in the sessions for transition. In our 2 year old provision the first session is with parent/carer, the second is without parent/carer for an hour and the third is 90 minutes without a parent or carer. After this point they attend a full length session.
- There will be open evenings for all reception children. Both new and Goldsmith nursery parents/carers will be able to visit our setting. This is an opportunity for parents/carers and children to meet key members of staff within school and explore the reception learning environment.
- Across EYFS the individual needs of a child are always key for a successful transition. Working with parents/carers and other professional bodies we may adjust transition to further meet the needs of the individual child.

### Parental Engagement

Parental engagement is key to forming a successful home-school partnership. Parent/carers can be involved in a variety of ways.

- Parents/carers are encouraged to leave their child for settling in sessions as outlined above over the period of a week (depending on the individual needs of the child).
- Parents/carers support will be positively encouraged and welcomed. This would include interacting and working with the children whilst they engage in activities within school or at home.
- We will offer workshops and parent events throughout the academic year which will support the children's learning and provide opportunities for parental involvement.
- We will ask you to keep us updated with any wonderful achievements your child makes at home using Class Dojo. This may include sharing photos, videos or messages about learning, significant life or mile stone events.
- School and parent contact will be face to face when at school or through Class Dojo, ParentMail, parent voice questionnaires and home learning.

### Children

Children in the two year old provision will be supported by qualified practitioners and they will be allocated a key worker. Children in Nursery will be supported by qualified practitioners known as

their designated key workers. In Reception children will be supported by a teacher, reception teachers will have the support of teaching assistants. Across EYFS children may, at some points, be supported by student teachers or staff completing EYFS specific qualifications.

Within EYFS children will encounter new experiences in order to extend their skills, develop their confidence and build on what they already know. Children will be encouraged through interaction and modelling to deepen their understanding by playing, observing, talking, planning, questioning, experimenting, respecting, reflecting and responding to adults and each other. Play will be a key factor in our daily activities, well planned play and deepening of understanding through adult questioning will enable the children to learn with enjoyment and challenge throughout the foundation stage.

### Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve the early learning goals.

All seven areas of learning and development are important and interconnected.

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

These three are the prime areas of learning.

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.

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.

As a team, we use our [EYFS Long term Document](#) (this is a working document that is amended as the year progresses to meet the needs of individuals and classes), this links such things as key texts, Cultural Capital, assessments, interventions, parental engagement opportunities so activities demonstrate progress across the phase and an accumulative diet of experiences. Practitioners working with the youngest children in the two year old provision and in nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas are reflected in the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards more equal focus on all areas of learning as the children move through the Early Years at Goldsmith Primary Academy and grow in confidence to fulfil their full academic and personal potential.

Children have whole class and small group teaching inputs which increase as they progress through the EYFS e.g teaching aspects of mathematics and literacy. In reception there are daily phonics sessions using the RWI phonics scheme, RWI begins within the summer term of nursery at Goldsmith.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

By the end of Foundation Stage, we expect children to be within the expected level of development by achieving the 17 Early Learning Goals.

### Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations and Milestone moments of children's development are collated in their own paper based journals for writing, Maths & Child initiated evidence. Class Journals and Dojo Class Story will demonstrate whole class learning and give a flavour of the learning happening within the EYFS environment.

Assessments are planned for across the whole of EYFS, more detail can be seen on

[EYFS Approach on a page](#)

[Oracy Approach on a page](#)

[EYFS Long term Document](#) - this is a working document that is amended as the year progresses to meet the needs of individuals and classes.

### Safety

Children's safety and welfare is paramount, daily risk assessments are completed by a member of EYFS staff. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risk. We adhere to the school and trust policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, and following set procedures when children become ill or have an accident. Outside agencies are actively encouraged to support the health and welfare of the children in EYFS though working closely with the Goldsmith pastoral team.

### Inclusion

At Goldsmith Primary Academy we are determined to meet the educational needs of all our pupils, to encourage independence and full participation in the life of the school. A number of pupils will, at some stage of their school career, experience some degree of special educational need. Working within the guidelines of the Code of Practice, it is our intention that the educational needs of all pupils are identified and provision made to meet these as early as possible. It is expected

that all relevant information concerning children with special educational needs will be treated with the appropriate respect and confidentiality.

We value all our children as individuals irrespective of their ethnicity. Culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child support that they need and in doing so, work closely with parents and outside agencies.

### Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to 2-year-old provision/Nursery/Reception to develop familiarity with the practitioners and the setting. They receive an EYFS pack which includes a Welcome to EYFS information booklet, an 'All About Me' booklet, a parent questionnaire with regard to aspirations for their child/ren, a 'Going the extra mile' gift for parents, in addition to one for their child.

In the final term in Reception the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Throughout the year when children across the EYFS take part in child initiated learning, they can choose to access provision across many areas of the EYFS to help them become more familiar with the different learning environments. Children also get the opportunity to work closely with adults across the phase so relationships are formed as they move through the different year groups.