



Streetsbrook Infant and Early Years Academy



Early Years Foundation Stage (EYFS) Policy

STREETSBROOK INFANT & EARLY YEARS ACADEMY

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others.

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths.

Happiness

Developing successful relationships where individuals can build and follow their dreams.

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale.

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INTRODUCTION

'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.'

(Early Years Foundation Stage Statutory Framework 2021)

At Streetsbrook Infant & Early Years Academy, we are committed to ensuring that children 'learn and develop well and are kept healthy and safe.' We aim to support children in their 'school readiness' through providing them with a 'broad range of knowledge and skills that provide the right foundation for good future progress through school and in life.' (Statutory Framework for the EYFS 2021)

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

At Streetsbrook Infant and Early Years Academy this includes all children within the Nursery and Reception classes, as well as our on-site childcare provision and before and after school provision. Whether the child begins their education within Streetsbrook Childcare, Nursery or Reception class, the Foundation Stage staff are aware of the variety of experiences and learning that the children bring with them. Our aim is to encompass all learners, extend their experiences, develop their skills and confidence and build on what they already know. Children are our collective future and at Streetsbrook Infant and Early Years Academy, we know that the foundations for that future are formed in the first years of education.

'Early childhood is valid in itself and is part of life, not simply a preparation for work, or for the next stage of education.'

(Early Childhood Education – Early Years Curriculum Group)

At Streetsbrook Infant & Early Years Academy we believe in a holistic approach to learning which contributes to the all-round growth and development of every child and starts from a child's prior knowledge, understanding and experiences of the world.

THE EARLY YEARS FOUNDATION STAGE FRAMEWORK

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals
- Positive relationships – supporting the children in becoming strong and independent
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

A UNIQUE CHILD

At Streetsbrook Infant and Early Years Academy, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration sharing and class assemblies and rewards to encourage children to develop a positive attitude to learning.

Our philosophy is that each child is unique and is valued as an individual. We provide a safe, caring and stimulating environment in which a child can have fun and explore whilst developing confidence, independence and the curiosity to learn in order to develop their full potential. We provide a broad and balanced curriculum that will enable each child to develop emotionally, socially, physically and intellectually and prepares children for transition into Key Stage 1.

Inclusion/Special Educational Needs and Disabilities (SEND)

We value the diversity of all children and their families at Streetsbrook Infant and Early Years Academy, regardless of race, religion or ability. In our school we believe that all our children matter. We give our children every opportunity to achieve their personal best through setting realistic and challenging expectations that meet their needs. We do this by taking account of their range of life experiences through adapting the planning to meet the needs of boys and girls, children with special educational needs, children who are accessing greater depth, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

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
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- 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
- providing challenge for children whose ability and understanding are in advance of their language and communication skills
- monitoring children's progress and taking action to provide support as necessary

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.

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.

(Statutory Framework 2021, page 21)

At Streetsbrook Infant and Early Years Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

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
- ensure each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs (in accordance with paragraph 1.16 of the EYFS Statutory Framework), to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

<i>Statutory Policy or Procedure for the EYFS</i>	<i>Where can it be found?</i>
Safeguarding Policy and Procedures	Safeguarding Policy
Procedure for Responding to Illness	Health and Safety Policy
Administering Medicines	Supporting Pupils with Medical Needs Policy
Emergency Evacuation Procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Safeguarding Policy
Procedure for dealing with concerns or complaints	Complaints Policy

POSITIVE RELATIONSHIPS

At Streetsbrook Infant and Early Years Academy we recognise that children learn to be strong and independent from secure and positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We believe it is vitally important to develop a partnership between all the adults involved with each child. By working together, we can provide knowledge of the 'whole child' to assist their future learning and needs. Positive relationships are key to every child's education. We pride ourselves in developing excellent working relationships with parents; understanding their role as first and most enduring educators of their children, and with the children by helping them to share, care and learn together.

PARENTS AS PARTNERS

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. The partnership that is developed between home and school needs to be effective and based on mutual trust and respect in order to support the child's learning.

We do this through:

- talking to parents about their child before their child starts our school
- giving children the opportunity to spend time with their teacher before starting school

- supporting children through the transition from Nursery / pre-school to Reception, with the children attending part time during the first week. This is also to support staff and parents in getting to know each other as well as the children
- inviting all new Reception parents to an induction meeting either the term before their child starts school or at the very beginning of the first half term of the child's Reception year
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year, where the teacher and the parent discuss the child's progress in private. Staff and parents discuss the targets the child is working towards as well as discussing how well the child is settling and any concerns. Appointments are limited to 10 minutes and if necessary an additional meeting will be scheduled.
- Writing an annual report on each child's attainment and progress at the end of each school year
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: school visits, parent workshops for Reading and Writing, Curriculum Evenings, invitations to view work, PTA events, Sports Day
- encouraging ongoing dialogue throughout the year, both verbally and written through reading diaries
- by providing a quiet and confidential area where parents are able to discuss any concerns
- by providing regular written communications to keep parents informed about school events and activities

ENABLING ENVIRONMENTS

At Streetsbrook, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by spending time with the children and assessing their interests, prior development and learning, before planning challenging yet achievable activities and experiences to extend and deepen the children's knowledge. All adults in the setting contribute to this process and account is taken of information provided by parents and prior settings.

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to reflect the seven areas of learning.

Sustained Shared Thinking and Self-Regulation have become an integral part of our Early Years Curriculum. We understand the importance of careful questioning and provide opportunities for children to follow their own interests. We aim to support children to develop fundamental motivation and perseverance by supporting children in articulating their plans and learning strategies and reviewing what they have done. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed in order to maximise learning.

Once a child learns how to learn nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another.

'Marva Collins' Way, The Return to Excellence in Education'
Marva Collins

LEARNING AND DEVELOPMENT

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are all inter connected.

The Staff Guidelines defines the features of effective teaching and learning in our school. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement

- the understanding that teachers have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the carefully planned curriculum that enables children to make progress and achieve the Early Learning Goals at the end of Reception
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations, which are shared with parents

Planning children's activities will reflect the different ways that children learn. At Streetsbrook we support children in using the three characteristics of effective teaching and learning.

CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

'In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.'

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

Taken from Statutory Framework for the EYFS, 2021

Playing and Exploring

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children 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. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Every Child Matters – Creativity and Critical thinking - Learning and Development 4.3 page 1

AREAS OF LEARNING

There are seven areas of learning and development of which three are 'prime areas', and four 'specific areas'.

The prime areas of learning & development are

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

The specific areas of learning & development are

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. If a child's progress in any area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion manager in order to access Special Educational Needs support.

Religious Education is also taught in the Reception classes in accordance with Solihull guidelines.

PLANNING AND ASSESSMENT

The planning of the Early Years Foundation Stage Curriculum includes:

Medium Term Planning

This termly planning links the long-term aims to overarching topics. It specifies learning activities and learning objectives over each term. To form our planning we use the Solihull 6-term plan. This is saved on the W:Drive within the EYFS folder or available on Solgrid via the link below.

<https://solgrid365.sharepoint.com/sites/council/SitePages/Early-years.aspx>

Criteria from a combination of Development Matters milestones and Birth to Five Matters statements are used to support us in identifying relevant learning objectives and assessment criteria. Alongside this we also use our own individual subject Progression of Skills documents to ensure learning is carefully sequenced and embedded throughout each school year and over Key Stages; this can be adapted to meet the needs of the children.

The following table gives an overview of the learning themes in the EYFS at Streetsbrook:

Term	Childcare	Nursery	Reception
Autumn 1	Let's start at the very beginning	This Is Me!	Ahoy There!
Autumn 2	Read Me A Story	This Is Me!	On Top of the World
Spring 1	Magical Times in Nursery Rhymes	Heroes	Out of this world
Spring 2	Changing as I grow	Roll up! Roll Up!	Stones and Bones
Summer 1	I can sing a rainbow	All Things Bright and Beautiful	Once Upon a Time
Summer 2	Animal parade (Animal Fair)	Zoom, Zoom, Zoom! (To include transition)	Spots and Stripes

Short Term Planning

This focuses on the day-to-day details of teaching and learning and allows for revision and modification of learning activities informed by on-going assessment and observations which identify "Next Steps". It ensures a balance of different activities throughout the week and illustrates the deployment of available adults. It includes activities (indoor and outdoor), objectives, evaluation and themes for the week. A copy of the Short Term Planning proforma can be found in Appendix i.

Assessment

The attainment, achievements and progress of young children should be assessed and recorded in order to:

- acknowledge and value previous experience and learning
- recognise the child's present stage of development
- identify specific learning needs
- inform future planning/learning
- ensure children are making progress
- inform the Reception and Year 1 teachers
- inform parents of progress

The process of assessment and methods that we use to reach our judgements are as follows:

- records from previous educational establishment if available
- observational baseline assessment which is recorded on a borough tracking system
- discussions with previous teachers
- discussions with parents
- tracking of pupil's attainment and developmental needs as well as moderation of judgements during Early Years meetings
- pupil attainment and individual developmental needs closely monitored by Head teacher through data, reading cards, targets and reports, as well as termly Pupil Progress Meetings
- termly individual, personalised targets

- termly parents' evenings where parents can discuss the progress made by their child with their class teacher
- data analysis of the tracking system which enables children to be clearly highlighted for appropriate intervention groups
- dialogue with children and parents
- dialogue with other adults in the setting

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs indicating whether they have achieved their Early Learning Goals or are 'working towards' (not yet reaching). A copy of this is also given to the Year 1 teaching staff, commenting on levels of attainment along with ongoing dialogue about each child's skills and abilities in relation to the three key characteristics of effective learning (playing and exploring, active learning and creating and thinking critically).

We always give an opportunity for the parents to discuss these judgements with the EYFS teacher.

EQUAL OPPORTUNITIES

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

HEALTH AND SAFETY

At Streetsbrook there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children.

In line with the EYFS statutory framework 2012, at Streetsbrook we undertake to provide:

- a whole school medicines policy ensuring that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided annually for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer." A written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day." (Statutory framework for EYFS 2012)
- fresh drinking water is available at all times
- children's' dietary needs are recorded and acted upon when required
- each classroom has a snack and sink area that can provide healthy snacks and drinks
- a first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy)
- the inclusion manager is the named Behaviour Manager for the whole school with the EYFS leader as the lead Behaviour manager for the Early Years. (refer to Inclusions policy, behaviour policy, physical restraint policy)
- a health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- a fire and emergency evacuation procedure and policy
- a safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staffs own personal use

- appropriate clothing, in particular in relation to the wearing of foot wear. Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

TRANSITION

During the summer term prior to a child's entry into their Nursery or Reception year, the following procedures have been put into place to ensure successful transition:

- providing opportunities for the children from Streetsbrook Childcare to visit our Nursery setting to familiarise themselves with the classroom and staff
- staff from Streetsbrook Childcare meet with Nursery staff to discuss each child's individual needs and achievements
- transition notes are passed on to the Nursery and contact is made with outside providers or other school settings to collect transition documents and key information regarding children moving to our setting
- providing opportunities for the children from the Nursery setting to familiarise themselves with the wider school environment and staff e.g. joining in celebration assemblies and class assemblies, using the school building and grounds as part of their learning activities, meeting the lunchtime supervisors, having school lunch with their parents and visits to spend time in their new Reception classes with staff
- children who have not attended our nursery and their parents also spend time in school to meet with staff and be involved in activities in their new classroom, prior to their starting in the Autumn Term
- during the summer term parents are encouraged to complete an "All about Me" booklet. It is used during the Autumn term to support transition and to inform planning
- children begin their Reception year with a short phased intake, where half the children come for the morning and the other half come for the afternoon. Children who are new to our setting are welcomed prior to our Nursery children starting, to enable them to become familiar with the staff and school. This then extends to all the children coming in and staying until lunch time. On the next day they all come in and stay for lunch before going home. This takes place over the course of the first week and then the children are in full time
- nursery staff also meet with the Reception teachers to discuss the children and their individual needs and achievements

From Reception Class to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff 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 includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Prior to starting in Year 1 the Reception children visit their new classrooms and meet their new teachers. The Reception timetable is adapted in the Summer term to enable children to experience a structure of lessons more in line with Key Stage 1 whilst still accessing an Early Years approach. This approach is mirrored in the Autumn Term of Key Stage One, to enable children to adjust and transition happily.

Reception staff meet with the Year 1 teachers to discuss the children, their achievements and their progress. The teachers are also given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

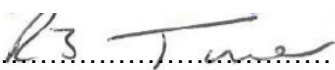
REVIEW

This policy reflects the current philosophy and practice within the Foundation Stage at Streetsbrook Infant and Early Years Academy but in light of new proposals and theories will be reviewed and revised as appropriate by staff, or in any case on a 3 year cycle according to the School Improvement Plan.

This policy will be reviewed in Autumn 2024.

It was agreed at the Governors Standards and Curriculum Meeting on 4 November 2021.

Z Ward
EYFS Leader

Signed:  Chair of Curriculum and Standards Committee

Signed:  Headteacher

Streetsbrook Infant & Early Years Academy Nursery Short-Term Planning

Class Teacher:

Week Beg:

Main Theme:

Characteristics of Effective Learning Focus–

Topic Vocabulary:Provision Focus:Children who need further
targeted support or
interventions

Area of learning

Name of child

Support to be given

Key Notes for this week:

Planning Key:

Speaking and Listening

Differentiation

Covid adjustments

Day of the week

<i>Social Time 8.45 -9.15</i>	<i>Family Time/Class Time 9.15am-9.25</i>	<i>Guided Activity 9.25 - 10.15am 10.25 - 11.10</i>	<i>Snack 10.15- 10.25</i>	<i>Family Time/Class Time 11.10 - 11.45am</i>
<i>Key Vocabulary:</i>				

<i>Area of Learning</i>	<i>Enhanced Provision</i>	<i>Continuous Provision</i>
<i>Writing</i>		
<i>Reading</i>		
<i>Maths</i>		
<i>UW</i>		
<i>Physical</i>		
<i>EAD</i>		
<i>Technology</i>		
<i>Role Play</i>		
<i>Sand and Water</i>		
<i>PSED</i>		

*Streetsbrook Infant and Early Years Academy**Reception Short Term Planning**Class Teacher**Week Beginning**Term*

Phonics Planning Phase Week : Objectives and criteria for success:					
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon					
Tue					
Wed					
Thu					
Fri					

Timetable overview:

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>

<i>Independent Activities</i>				
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>

Day of the week -

9.00- 9.20 <i>Phonics</i>	9.20-10:30 10:45-11:40	L u n c h	12:45-2.50	2.50- 3.15 <i>Collective Worship</i>

Characteristics of Effective Learning	British Values	Life Ready
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