

# **Scholars' Education Trust**

## **Samuel Ryder Academy / Harpenden Academy**

<b>POLICY TITLE:</b>	<b>EARLY YEARS FOUNDATION STAGE</b>
<b>STATUS</b>	<b>Statutory</b>
<b>REVIEWED BY:</b>	<b>Academy improvement Committee / Trust Board</b>
<b>DATE DUE:</b>	<b>SUMMER 2017</b>
<b>DATE OF APPROVAL:</b>	<b>19 July 2017</b>
<b>DATE OF REVIEW:</b>	<b>SUMMER 2018</b>
<b>LEAD RESPONSIBILITY:</b>	<b>Chief Executive Officer / Deputy Chief Executive Officer</b>

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### **1. INTRODUCTION**

As outlined in the EYFS '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'.

### **2. RELATIONSHIP TO OTHER POLICIES**

The following documents should be read in conjunction with this policy: Assessment Policy, Behaviour Policy, Equality Policy and SEN Policy.

### **3. AIMS**

At Samuel Ryder Academy and Harpenden 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 and others to meet their needs and help every child to reach their full potential. We aim to develop and foster positive attitudes towards learning, confidence, communication, physical and social development.

### **4. MAIN BODY OF POLICY**

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through **positive relationships**.

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and the parents and/or carers.

**Children develop and learn in different ways and at different rates.**

We provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for 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 adult-initiated and child-initiated, support by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

## **5. FOUNDATION STAGE CURRICULUM**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven 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. These three areas are the **prime** areas: **Communication and Language, Physical Development, Personal, Social and Emotional Development**. 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. Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Phonics', teaching aspects of Mathematics and Literacy, including shared reading and writing. The curriculum is delivered using a play to learn approach as outlined by the EYFS.

'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. We create a stimulating environment to encourage children to free-flow between inside and out.

## **6. OBSERVATION AND ASSESSMENT**

We observe and assess children's development and learning to inform our future plans. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. In the Autumn and Spring terms, parents are invited to attend a parents evening and we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning.

## **7. INCLUSION**

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

## **8. PARENTS AS PARTNERS AND THE WIDER CONTEXT**

We strive to create and maintain partnership with parents and careers as we recognise that together, we can have a significant impact of a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

## **9. 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 effective partnerships with those involved with the child and other settings, including nurseries and childminders. In the final term of Reception, the Year 1 teachers 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 plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Equalities impact assessment considered