



# Early Years Foundation Stage Policy



## **1. RATIONALE**

In the Early Years at Acorns Primary School, we believe that every pupil is unique. We ensure all children have the opportunity to develop and learn in a safe and nurturing environment where play and learning is combined. We are committed to giving our pupils the best possible start to their school life, teaching them knowledge and skills that ensure their wellbeing now and success in the future.

## **2. INTENT**

Our intent is to:

- Use Curriculum Maestro, alongside the educational programmes, as a framework to build on when deciding what we intend the children to learn and develop.
- Establish an environment that is nurturing, bright and exciting and one that is full of interesting and challenging activities in which learning can take place.
- Deliver a curriculum based on entitlement for all, that considers each child's existing knowledge and experiences, and where the children can engage in first-hand experiences.
- Give children opportunities to practise, revise and extend knowledge and skills in a consistent and stable environment.
- Enable children to develop characteristics of effective teaching and learning, which will enable them to become independent, resourceful and resilient learners now and throughout their education. These 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.
- Design a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all pupils, from individual starting points.

## **3. IMPLEMENTATION**

In order to implement our intent, we have:

- An Early Years curriculum that uses a combination of topic themes with clear progression, 'in the moment' teaching moments, and enhancement opportunities within the provision.
- Child-initiated learning, play partnering, direct instruction, adult-led group work and individual work which changes as the year progresses.
- Meaningful learning experiences, developing each pupil's characteristics of effective teaching and learning.
- High quality interactions with adults that impact on the progress of all pupils.
- Daily White Rose Maths and CLIC lessons to develop children's maths fluency.
- Developed an effective and engaging environment that is set up so that pupils can access all areas of learning both inside and outside at any one time.

- Home learning opportunities that allow children to build on their school experiences at home.
- Daily differentiated phonics lessons using the Jolly Phonics programme.
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- An Early Years Leader who monitors teaching and learning to improve standards and outcomes.
- A curriculum that meets the needs of all pupils.
- Regular opportunities for communication with parents.

#### **4. IMPACT**

Through implementing the above:

- We provide careful assessment opportunities through observations, which are recorded in each child's Learning Journal. These are shared with parents on a regular basis.
- Children's progress is at least good from their varied starting points. We will monitor what the children can't do to ensure we identify who needs support.
- We use the statements and observation checkpoints in Development Matters to support our professional knowledge when making judgements about whether children in Nursery and Reception are on track to meet the expected levels of development and we share this information with parents.
- We assess each child against the early learning goals and inform parents whether they are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). We will also use these to start conversations with Year 1 teachers.
- Children reach the Early Learning Goals at the end of Reception. For the children who are not on track to reach them, we will have conversations with parents/carers, the SENDCo for advice and support, and external agencies when appropriate.
- Practitioners make formative assessments which inform in the moment or future planning and ensure that all pupils build on their current knowledge and skills at a good pace.
- Judgements are moderated both in school and externally with local schools.
- Children are ready to transition from the Early Years curriculum to the National Curriculum in Year 1.
- Children demonstrate curiosity, independence, resilience and other characteristics of effective teaching and learning.
- Each child has a key worker. For Nursery children this is a Level 3 qualified practitioner with support from the class teacher and for Reception children this is the class teacher.