



EMPOWER
LEARNING ACADEMY TRUST

Early Years Foundation Stage

Agreed by Trust Board: 21st January, 2019

Next Review Date: November 2021

(or earlier if required by legislative changes)

1. Guiding Principles

Empower Learning Academy Trust believes that 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.

Statutory Framework for the Early Years Foundation Stage, DfE 2014

The overarching aim of the EYFS is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- Quality and consistency, so that every child makes good progress and no child gets left behind
- A secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews
- Partnership working between practitioners, parents and carers
- Equality of opportunity ensuring that there is no discrimination and every child is included and supported.

The guiding principles which shape our practice are grouped into four distinct but complementary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

2. Curriculum

The Trust's recognises that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning.

The foundation stage classes follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available at:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This document defines what we teach and details the specifics of our setting and school.

The EYFS framework includes seven areas of learning and development, all of which are important and included in the curriculum taught. There are three prime areas which are seen to underpin all the basics and support the other more specific areas of the curriculum.

The EYFS is a principled approach based upon the Four Themes

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p>	<p>Children learn to be strong and independent through positive relationships.</p>	<p>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 parents and carers.</p>	<p>Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.</p>
<p>Practitioners: understand and observe each child's development and learning, assess progress, plan for next steps support children to develop a positive sense of their own identity and culture identify any need for additional support keep children safe value and respect all children and families equally</p>	<p>Positive relationships are: warm and loving, and foster a sense of belonging sensitive and responsive to the child's needs, feelings and interests supportive of the child's own efforts and independence consistent in setting clear boundaries stimulating built on key person relationships in early years settings</p>	<p>Enabling environments: value all people value learning They offer: stimulating resources, relevant to all the children's cultures and communities rich learning opportunities through play and playful teaching support for children to take risks and explore</p>	<p>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning playing and exploring active learning creating and thinking critically</p>

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

Area of Learning and Development		
Prime Areas		
Personal, Social and Emotional Development Making Relationships Self-Care and Self-Awareness	Physical Development Moving and handling Health and self-care	Communication and Language Listening and attention Understanding Speaking
Specific Areas		
Literacy Reading Writing Numbers	Mathematics Numbers Shape, space and measure	
Understanding the World People and communities The world Technology	Expressive Arts and Design Exploring and using media and materials Being imaginative	

Enabling Environment

The environment plays a key role in supporting and extending children's development and learning.

Some people believe that the environment is the 'first teacher'. All areas of learning and development must be evident both inside and outside.

The outside area should be a learning environment with equal status to inside. It should encourage risk taking and challenge and children should have free flow access in all weathers. Adult led and adult initiated activities should take place both inside and outside. The staff will free flow with the children as appropriate/necessary.

The adult role **outside is not supervisory** but is the same as inside with:

- Demonstration and explanation
- Modelling and scaffolding learning
- Introduction of new vocabulary and new concepts
- Making observations
- Extending learning
- Encouraging sustained shared thinking
- Encouraging problem solving
- Developing trusting relationships
- Questioning the children

Areas of provision – Clearly defined areas encourage children to feel confident in accessing the resources and activities. Neatly labelled drawers, trays and storage boxes (with accompanying photographs) support both self-selection and in tidying up.

It would be expected that the areas described below were evident:

A quiet place to talk – an area inside or outside where children can talk and relax. Sensory resources can be added to facilitate relaxation.

Sensory area - (more prevalent in Nursery) this could include discovery bottles, baskets of different textures, natural materials, torches, mirrors and kaleidoscopes if available

Writing/Mark Making – Organised resources include a variety of paper types and sizes, envelopes, cards, note books, various sharp pencils and crayons.

Displays to include the phonics cards, word wall and environmental print giving children examples of different types of writing: printed (using Sassoon Primary Infant font) **and** handwritten signs and notices using our pre-cursive script as set out in our EYFS guidelines.

Construction – Larger construction outside, variety of labelled construction blocks, an area for children to display and label their models in both Nursery and Reception.

Displays to include building words, different pictures of unusual structures and buildings.



Creative area – free access to junk modelling, with well organised labelled resources and materials – glue, string, sticky tape, hole punch, stapler, etc. An area for children to display and label the things they have made. Also an area set up for good quality painting with a variety of brushes, paints, pictures in frames as a stimulus and different size, colour and shape of paper.



Physical development – Outside ensure access to develop gross motor skills – climbing, running, balancing, throwing and catching, swinging and riding – all to include an element of calculated risk taking. Also to encourage fine motor skills to develop the pincer grip – pegs on a washing line, tweezers, chinks, throwing bean bags and balls, etc...

Role-play – both inside and outside – involve the children in setting up this area – take them to visit a baker, vet, etc. before and include their ideas and real photographs from the visit. Include mark-making tools in this area. Adult participation is needed in this area to model to the children.

Small World – a well set up area to model real life situations and experiences, generally linked to the theme or story of the week.



Investigation Area – investigation/exploration areas inside and outside. Resourced with natural resource and magnifying glasses and mirrors, along with non-fiction books and clipboards. Outside to include a digging and planting area

Book corner – a good balance of fiction and non-fiction texts. A place to display current topic books, so this should be changed regularly and updated and thought about within planning sessions. Children’s interests should be catered for with a section for comics, magazines and newspapers. Relevant story props, puppets, story sacks and displays should be within this area.

Malleable Area – This is usually for doh, and should include cookery books, recipe cards from previous taught dishes, cutters to suit the theme and a range of textures and colours to be experienced throughout the year. In Reception the recipe for making doh should be displayed so that children can make their own doh on a weekly basis. This should be encouraged in the summer term of Nursery after two terms of introduction with an adult.

Maths Area – Reception a working resource area. Range of resources, books and number lines with elements of number, shape, space and measures.

Sand and Water Areas - self-selection of resources to be well sorted, labelled and shadowed.

Music Making workshop – musical instruments to explore a range of sounds should be available to children. Music linked to themes can be played outside to encourage movement and self-expression.



ICT – computers, interactive whiteboards, cameras, CD player, talking tins, programmable toys etc...to be accessible for children

Displays

- All pictures and introductions to the display to be mounted using a guillotine and ensured they are mounted straight
- Boards to be backed using coloured backing paper with contrasting borders
- Pre-cursive font to be used for displays. Font over size 45 to be used
- Include a mix of handwritten (using pre-cursive script) and printed labels on displays
- Ensure children's names are spelt correctly before going onto display boards
- No use of Sparklebox labels etc...
- In Nursery add children's names and photos to boards, so children can identify their own and friends' work
- Displays to reflect the diversity in the images presented, and to include the languages relevant to the children in the class
- Some displays should be at child height and be interactive to support learning
- Children's work to be annotated with speech bubbles with the child explaining their work (handwritten)
- Assessed pieces of work to include success criteria stickers which are marked
- Display area for children to display models with labels already in area so children can write about their creation

Ideas for displays in each base/classroom should include:

- A 'work wall' where children choose what to and how to display their work (usually next to Writing Area)
- A 'What we are learning about' board updated weekly or as appropriate labelled with key vocabulary and children's work linked to taught theme
- **Self-registration area**
- **A parent information board**
- Nursery Wishing Tree board
- **Rules – to reinforce behaviour surrounding the behaviour chart (sunshine, rainbow and sad cloud)**
- **Birthday board**
- **Wow board – including certificates and photos of children as well as Work of the Week**
- **Visual Timetable**
- Phonics display
- Topic Web displays where appropriate
- All other displays will be a balance of the curriculum and a balance between teacher led and children's work on display

Displays are to be completed by all members of the team and should be put up outside of children's learning time

Staff development

Moderation meetings – All EYFS staff will meet together when required for a team meeting.

We will hold half termly moderation meetings on 2simple observations to look at good practice and areas for development.

During Staff meeting time we will hold team meetings to discuss any business that needs to be shared.

Teaching staff to attend the borough's moderation meetings and cluster meetings when required.

Learning Walks –EYFS Lead will lead half termly walks across the bases to look at displays and areas of provision to highlight successes and areas for development. The findings will then be shared in our team meetings, and an action plan put in place for improvement

Planning in Reception

- It is recommended that time is built in at the start of the year to establish routines and high expectations with a focus on PSED. This investment at the start of the year will provide a strong foundation for children's learning and development across the phase
- Teachers will plan a balance of adult led and adult initiated activities whilst planning enough time for child initiated learning. Planning will allow for small focus groups to embed next steps arising from observations and 2simple assessments. Detailed planning of continuous and enhanced provision will be provided for both indoor and outdoor learning. Planning will be differentiated on daily adult led plans to ensure children are working at the appropriate level.
- Medium Term planning will be based on learning skills taken from 2simple program, not activities. Planning will be loosely based around the long term plan and half termly topics but will follow children's interests and adapted where necessary.
- Planning files will be handed in termly to EYFS Lead to scrutinise.
- Planning meetings will be held on a weekly basis as a Nursery/Reception team at 8am on Wednesday morning with a view to continuing at lunchtime.
- Planning will be given to EYFS Lead on a Friday morning for scrutiny to ensure that planning is consistent across the phase. Any changes to be made by the end of Friday ready for the following week.

Planning in Nursery

With the introduction of 30 hours we will have 13 children staying all day from 8.30am – 3.30pm.

We are introducing Anna Ephgrave's 'Planning in the moment' in which we will select 6 children per week to observe and focus on. We will have extended periods of play inside and out from the moment the children come in and will plan specifically to children's interests.

PPA time will be used to record children's observation sheets, to update 2simple and to scrutinize data to ensure that the whole curriculum is being covered.

Phonics

Nursery will use the Phase 1 Letters and Sounds program, taking part in small group activities three times a week. This will begin in January in a structured, planned, program, with a view to being differentiated in the Summer Term.

During the summer term, the children will begin Phase 2 and be taught s, a t, p, i, n

Reception will begin with Phase 2 and learn three new sounds a week. They will then cover Phase 3 and 4 throughout the year. Children will have whole class introduction and then split into six ability groups using all adults for short practical sessions to practise letter formation, segmenting and blending activities, and sentence work.

Daily routines

Reception

- **8.45** – Self registration and settling activities
- **9.30** – Calendar and circle time/Maths
- **10.00** – Whole class snack time with focus on Communication and Language skills and conversation
- **10.15** – Free flow indoors and outdoors (small adult led focus sessions, readers, 1:1 work)
- **11.30** – Tidy up and reflection time
- **11.40** – Get ready for lunch
- **11.45** – Lunch time
- **1.05** – Five-a-Day/Doh disco
- **1.10** – Whole class phonics input and differentiated groups
- **1.40** - Free flow indoors and outdoors (small adult led focus sessions, readers, 1:1 work)
- **2.30** – Tidy up and story time/singing time
- **3.00** – Get ready to go home

Morning Nursery

- **8.30** – Doors open, Self registration and independent play
- **11.00** – Tidy up
- **11.10** – Key group time
- **11.25** – Get ready to go home
- **11.30** – Home time/ lunch time

Afternoon Nursery

- **12.30** – Self registration and independent play
- **3.00** – Tidy up
- **3.10** – Key group time
- **3.25** – Get ready to go home
- **3.30** – Home time

Assemblies

All children to attend a weekly Celebration Assembly on Friday for 15 minutes. We celebrate birthdays, Wow moments and stars of the week.

There should be some time planned for regular reflection time/collective worship in Nursery
There should be daily reflection time/collective worship in Reception

General routines

- Music to be played across the phase for tidying up. Children's choice to be encouraged at start and end of the day
- Visual timetable to be used in pictorial form in each classroom
- Free flow snack area in each class/phase. A good quality snack should be available at all times to the children: fresh fruit, milk (in Nursery) and juice/water. This area needs to be modelled with high expectations.
Children to be encouraged to peel own oranges and eat apples without being peeled/chopped up.
Reception to post name when they have had their snack. Nursery children to post picture into basket.
Children should be involved in setting up area as a learning opportunity. Special snacks to be offered when appropriate.
- Whole class snack time on occasion when discussions are needed/to taste foods from around the world
- Rules to be introduced and reinforced: being helpful, kind, friendly hands and feet
- A show and tell time for focus children (2 per class per week) for children to share Marvellous Me box including photos, class/group teddy and 3 special objects in both Reception and Nursery

Marking

For emergent writing, staff to write what the child says word for word using correct spelling.

In Reception, staff to write a positive comment followed by a next step target

Smiley faces to be drawn on work to show that work is pleasing

Success criteria stickers to be used for assessed pieces of work for new concepts taught and for displays throughout Phase

Assessments

Autumn Term

Baseline Assessments: School assessment system to be used

- Make sure a picture of the whole child is built up here. Use information from parents, home visits to inform, and observe each child and their interests in the first couple of weeks. All areas to be assessed in the first half term and form to be completed for each child and placed into Learning Journey
- Speechlink assessments to be completed on all children who to inform of interventions required for
- Speech and Language Development (Reception only)
- EYFS Lead to scrutinise all data and break down into numerical form.
- Any new arrivals after the autumn term, to have baseline assessments completed through the same process, although their data will not be sent to the borough.

Baseline specific areas to be completed throughout the 2nd half term and inputted onto tracker sheet and SIMs school system.

Pupil Progress Meetings are held in November across the phase to highlight children who require intervention or to have their learning enhanced.

Data across the phase is collected and recorded onto SIMs and tracker sheet before Christmas.

Spring Term

All areas to be assessed and submitted using the 2simple data and inputted onto SIMs and tracker sheet.

Pupil Progress Meetings to take place in February and target groups to be identified and interventions to be put in place. (To be supported by EYFS Lead and SENCo)

Summer Term

Nursery to be assessed using SIMs spreadsheet and school's tracker.

Reception to complete statutory Foundation Stage profile. There is no set number of observations or pieces of evidence required for each aspect of the FSP.

Evidence will be shared with Year 1 staff as starting points for Key Stage 1.

2simple ongoing assessments

All staff to use the 2simple to build a profile as an assessment tool. Training will be given to all new staff in September regarding expectations and what to record. Regular moderation of observations will take place once per half term as part of whole team meetings and development.

The assessments will include observations using 2simple, photographic evidence, practitioner knowledge, parental knowledge (from Wow moments, focus weekends, parents' meetings) and focus adult led observations.

All staff to observe all children across the phase.

Phase Lead will analyse data once per half term to ensure progression and development, plus highlight Medium Term plan objectives across the whole phase.

The assessment/planning cycle is used in order to ensure that planning meets the needs of the children and supports their ongoing development and progress. Next steps must be included on the planning to ensure progress of all children.

Behaviour Expectations

There is a clear behaviour strategy and expectations that are discussed and agreed with the children and shared with parents which are visually displayed and link to the whole school policy. We use the rainbow chart in Hacton EYFS and it is a visual way to encourage good behaviour.

- All children begin the day on the rainbow.
- If the wrong behaviour is observed, a warning is given and they are then encouraged to carry on playing displaying the correct behaviour (unless they have hurt another child)
- If the same wrong behaviour is witnessed again, the child is brought in and their picture is placed on the sad cloud. They are then given 2 minutes 'time out' depending on the severity of behaviour. The child then needs to apologise to anyone else concerned and their picture is then placed back on to the rainbow.
- If the child does something 'Wow' then their picture is placed onto the sunshine. This is then celebrated at carpet time and a sticker given.

Stickers are given at the staff's discretion.

In Nursery a child from each group is nominated for pupil of the week.

In Reception, one child from each class is nominated for pupil of the week.

Certificates are presented in assembly on Friday.

We encourage our staff to use the terminology of '**working and learning**' not '**playing**' so that children understand that they are learning through play. We will say '*Where are you working today?*' '*What are you learning today?*'

Transition

The EYFS is a pivotal phase for young children as they move from the home into a much larger community.

Hacton Primary aims to make transition **into Nursery** as smooth as possible by offering:

- A home visit (please see home visit policy)
- A meeting for parents in June to introduce setting, staff and curriculum
- A stay and play session for parents and children in September following the Home visit
- Parents time to say goodbye to their children and not sneak out
- Parents to stay and help settle their child as appropriate
- Children to bring a transitional object such as a cloth or toy
- A wishing tree to show the dreams and aspirations of parents for their children
- An All about me book which is completed at home and then shared and kept in nursery for children to look at and share
- A home/school book for those children who may have communication needs

Transition into Reception:

- Continuous free flow throughout the year between Nursery and Reception
- Outside children to attend Nursery sessions at their convenience throughout the Summer term
- A visit from their new teacher at their current setting
- A school lunch is offered for all children in July
- Year R parents' meetings
- Staggered entry in September
- Stay and Play session for children and parents
- Home visit for children who did not attend our nursery setting
- Opportunities to share experiences – school trips, visiting companies
- Reception teachers to lead story time sessions in Nursery during 2nd half of the summer term
- All about me books to be completed at home and shared in key groups in September. These are kept in Reading Area for children to access

Transition into Year 1:

- Year 1 teacher to visit the children in Reception
- Reception children to visit Year 1 classrooms with buddies selected from the Year 1 class
- Reception children attend Key Stage 1 assemblies in the summer term
- Reception children attend a story time session with their new teacher
- Reception teachers to share and discuss the profile with Year 1 staff
- Reception children to complete a summer holiday diary to share with Year 1 staff
- Use all information given by Reception staff in order to plan the environment, experiences and learning that will best meet to needs of all the children
- The information given must be part of the on entry assessments

Parents in Partnership Policy

At Hacton Primary we value the unique insight that parents can provide in to their children's learning and

acknowledge that learning begins and continues in the home environment. By working in close partnership with parents, we seek to nurture in the children, the development of trust, respect, confidence, independence, self-esteem and the desire to learn. We can do this by working and talking together.

Our aims:

- To communicate fully with parents to ensure that we all (parents, children and staff) have the same purpose in mind: the needs, development and progress of all children
- To involve parents fully in school life and the school community
- To operate an Open Door policy that encourages the fullest possible two-way communication between staff and parents
- To work in close co-operation with parents in order to ensure high standards of care, academic achievement in all of our children
- To provide an environment inclusive for all parents and their children, regardless of need, background or culture
- Foster and promote a two-way partnership based on mutual respect between parents, children and all of those working in our school

Parents are welcomed into the school at mutually convenient times to learn more about their children's progress and to celebrate successes. There are numerous opportunities throughout the year (both formal and informal) to meet together and to get to know each other. Meetings are arranged at a variety of times to enable as many parents as possible to attend.

Formal meetings:

- Tours of the school for all prospective parents prior to application
- Initial meeting in June to provide parents with information for starting school
- Induction events for new parents, join parents/child play sessions, home visits and meet the teacher sessions
- Parent consultation meetings during the year to provide parents with up to date information on their child's progress and to set targets
- Meetings to discuss, evaluate and update Individual Education Plans for children with Special Educational Needs

Informal meetings:

- A variety of workshops and shared learning sessions (Stay and Play)
- A variety of school productions
- Christmas and Summer Fetes and other EYFS PA led fund raising events
- Educational visits
- Sport Events

Communication:

- Regular newsletters and information letters
- Parents' Evenings
- Annual Progress reports in July
- Website information
- Regular updates on Facebook
- Home school agreement
- Open Door policy
- Reading Records (Reception)
- Reading time each week for children to share a book or their Learning Journey (once a half term) with parents and carers
- Open Day in July (whole school except Nursery)

Opportunities to support parents:

- Providing information and advice workshops to enable parents to support their child's learning
- Offering guidance on specific areas of the curriculum to enable parents to support their child at home

Extended provision:

- Breakfast and After school club (Reception only)
- Creating as many opportunities as possible for parents to be involved in their children's learning e.g: shared learning sessions, literacy and numeracy workshops in Reception

Home/school partnership

We believe that a strong home/school partnership is key to children's emotional development, progress and growth as part of the community. We encourage parents to support their children's learning at home in a variety of ways including:

- Jointly signing the Home School Agreement
- Reading with children as often as possible
- Following up learning at school in the home
- Celebrating Wow moments
- Encouraging children to complete and return any homework they have been given
- Checking their home/school books on a regular basis and as a means of contacting teachers
- Supporting our core values, rules and expectations

Hacton Nursery Parents Association:

All of our parents are invited are to join our parent association. We are enormously grateful to them for their hard work and commitment in raising funds for our school. They run events for EYFS children and the wider, whole school community.

Parental Feedback:

The school will regularly seek parental views on a range of topics affecting pupils' education through questionnaires, surveys and verbal discussions. Feedback is valued and responses are seriously considered and appropriate action taken.

We are committed to the highest possible level of partnership and are always open to new suggestions on ways to improve.

Home visit policy

Aim: To provide an opportunity for a new child and family to meet the Early Years staff in their own home prior to the child starting at the setting.

The purpose of the visit is to help the child, family and staff to get to know more about each other in the home environment where the child usually feels most relaxed.

The home visit is an optional service that the school provides, not all families may wish to take us up on this offer, and the home visit is additional to our settling in policy provided for all children.

All staff have volunteered to provide this service to families; the setting would not insist that staff provide this service.

Only one home visit per family is usual, unless requested and required to include other members of staff including SENCo and one to one support.

Procedure:

Home visits are offered in the induction letter, and times and dates are arranged and given in the induction pack.

A home visit is always attended by two members of staff; the class teacher and key worker if possible. The staff will make their own way to and back from the family' home and this will take place during normal working hours wherever possible.

Staff will use the home visit as a means of talking to the family, gaining information about their child and answering any questions the family may have. This is also a time to give attention to the child.

Staff will be given a pro-forma to complete with the parent to record vital information.

Staff will take with them a box of resources for the child to explore and an iPad containing images and information about the setting to help familiarise the setting with the child.

The staff will stay together during the home visit and would not expect to be left alone with the child during the visit.

Visits will last a maximum of 20 minutes.

Staff will be conscious that they are guests in the family's home and will treat all families with a high level of respect and regard during the visit. However, staff will not accept a drink or snack from any home visit.

At any time during the visit, the parents/carers may ask both staff members to leave and do not have to give a reason why.