



Glasshoughton
Infant Academy

EYFS Policy

Glasshoughton Infant Academy

September 2019

Next Review

September 2020

Intent:

At Glasshoughton Infant Academy we aim for all children in the Early Years Foundation Stage to be confident learners and well-rounded individuals who have developed a love of learning. We aim to prepare children for the next stage of their education by providing them with the necessary skills needed to be successful learners across the EYFS curriculum. Learning opportunities are progressive from Nursery to Reception with children being provided with as many real -life experiences as possible to ensure learning becomes embedded, enjoyable and memorable.

At Glasshoughton Infant Academy we are committed to providing a high quality Early Years education, giving children a secure and confident start to their school life and nurturing a lifelong love of learning. We aim to provide a safe, stable and happy learning environment for children of all abilities, including those with special educational needs. We are fully committed to providing a broad and balanced Curriculum using the Early Years Foundation Stage Curriculum.

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. There are three prime areas of learning:

- Communication and Language (Listening and Attention, Understanding and Speaking)
- Physical Development (Moving and Handling and Health and Safe Care)
- Personal, Social and Emotional Development (Managing Feelings and Behaviour, Making Relationships and Self-confidence and Self Awareness)

In addition, there are four core areas of learning:

- Literacy (Reading and Writing)
- Mathematics (Number and Space, shape and measure)
- Understanding the World (People and Communities, Understanding the World, Technologies)
- Expressive Arts and Design (Exploring and Using Media and Materials, Being Imaginative)

We recognise that the three prime areas of learning are vital to ensure children are able to access the rest of the curriculum. Children develop their skills across these prime areas of learning through high quality learning experiences as an Author, Mathematician, Scientist, Geographer, Artist, Designer, Computer Technician and Historian.

Skills and knowledge taught in the EYFS is learnt by children then retrieved at various points within the term or year. These knowledge and skills are then applied in a variety of different contexts, including during child initiated learning time and adult led learning opportunities. This ensures learning becomes embedded into children's long term memory. Children are encouraged and praised for retrieving and using taught skills across the 7 areas of learning. Planning learning opportunities encompass many areas of the EYFS curriculum, where children are expected to draw upon previous skills and knowledge they have acquired to support them to be successful.

At Glasshoughton Infant Academy we recognise that all children learn different and at a different pace so we plan an inclusive curriculum which allows all pupils within the EYFS to be successful learners. We intend to meet the individual needs of all pupils, including SEND and disadvantaged pupils by offering a personalised, differentiated curriculum which effectively supports and challenges all. Resilience and a growth mind set is consistently promoted through high aspirations for all pupils. We are inspired for all learners to exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as well as in the wider world ensuring that they become ambitious lifelong learners.

The EYFS curriculum at Glasshoughton Infant Academy emphasises the importance of developing the depth of children's learning. Children are challenged to apply their skills which they have learnt

independently in a range of contexts within school and real life, across a range of subject areas, rather than merely moving them on to more complex skills. This ensures that they have truly mastered the skill and are able to demonstrate that they can retrieve and apply their learning.

Implementation:

Organisation

At Glasshoughton Infant Academy we have a Nursery (39 place morning and afternoon and 16 30 hour places) and two Reception classes (cohort of 60 children). Both Nursery and Reception have their own dedicated outdoor learning area. Each classroom has a carpet area and the remaining indoor space is organised into areas of provision linked to children's interests, abilities and topic. Children are able to access these areas throughout the day.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. During sessions children will have the opportunity to access activities in both the indoor and outdoor learning environments. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Planning

At Glasshoughton Infant Academy we deliver a creative curriculum, which is based around a new topic each term. Planning shows the key learning experiences for each area of the curriculum.

Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in and things they wish to find out. These ideas are incorporated into the medium term plan. Each term an essential question will be developed from discussions with children prior to the topic. Children will work towards discovering the answer to the question throughout the term.

Planning shows the learning opportunities that will be available to children throughout each week. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children. The learning environment supports current learning and challenges children to meet their individual next steps.

Planning has a clear focus on the children's needs, their interests, their stages of development and their next steps. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know. We aim to ensure learning is fun and engaging to children.

Our long term and medium term planning shows our aims and values, demonstrates how our continuous provision meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

Effective Teaching and Learning in the EYFS

There is a coherent planned pathway of learning to support progress from on entry to end of key stage 1 and beyond, accelerating progress in all sequences of learning.

- Learning is most effective with **spaced repetition**
- **Interleaving** helps pupils to discriminate between topics and aids long term retention.
- **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. This learning environment will reflect the current topic the children's learning is revolving around. There are a range of provision areas available in the classroom designed to offer open-ended, practical learning opportunities to cover all seven areas of learning. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

Adult led activities are practical wherever possible to engage children in their learning. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops. Children have many opportunities to use their skills to become Scientists, Historians, Geographers, Computer Technicians, Sportspeople, Musicians, Writers, Readers and Mathematicians through high quality planned learning experiences.

Observation and Assessment

At Glasshoughton Infant Academy we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners and develops the children's next steps. During child initiated and adult led activities, practitioners make 'snapshot' observations on iPads using an online assessment tool called Tapestry where photographs, notes and next steps can be recorded. Parents are notified immediately when the observation has been published and are welcomed to leave positive feedback to celebrate the children's learning. In addition, in Reception, children have English books, Mathematics books, Handwriting books and Topic books where their work is collated. Children are encouraged to be independent in their learning, selecting appropriate resources which will support them to achieve.

In the first half term of the Autumn term Reception teachers will complete a baseline assessment on each child using Development Matters to assess age and stage on entry to nursery and reception, if new to Glasshoughton Infant Academy. This ensures that teachers know exactly where a child is working in each of the 7 areas of learning mentioned above. Children's individual next steps in their learning can be planned for and taught, as well as ensuring learning opportunities are pitched appropriately from the very beginning. Although children are assessed throughout the year, they are formally assessed at each of the 4 data drop points throughout the year to ensure attainment and progress is closely monitored using Target Tracker.

In the Summer term, practitioners assess against the 17 Early Learning Goals in the EYFS Profile and decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels, emerging. In Reception, judgements against the ELGs are based on ongoing observation; all

relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. The results of the Profile are shared with parents and/or carers in end of year reports, and there are opportunities for them to meet their child's class teacher to discuss this information through parent evening drop in sessions.

At the end of the Reception, Year 1 teachers are given a copy of the Profile report together with children's next steps. This helps to create a smooth transition and assists with the planning of activities in Year 1 ensuring continuous learning. Furthermore, assessments are rigorously moderated and agreed by receiving teachers from discussions with current teachers and exploring the learning evidence presented for each child.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Learning Environment

We aim to create an attractive, welcoming, immersive and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. Resources are clearly labeled and organised into learning areas, enabling the children to access them with a high level of independence. Practitioners regularly evaluate the effectiveness of the learning areas and make adaptations as necessary. Our environment supports and stimulates learning across the curriculum, providing children with opportunities to become a variety of roles from Authors, Mathematicians and Scientists to Geographers, Bakers and Designers.

Parent/Carer Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parent consultations and in the Summer term we send home detailed reports. In the Autumn term parents will receive a "Help at Home" pack with resources to support them with their children's learning. We welcome contributions from home and provide Good News from Home slips for parents and carers to complete with their child. These are displayed in the classrooms. We immediately share all observations of children uploaded to Tapestry with their parents and welcome feedback and comments to celebrate their child's learning. The children take a scheme reading pack home containing 2 or 3 books to share and can also choose a book from the library to take home each week. Children also have a termly homework sheet which has a variety of tasks linked to all areas across the curriculum for them to complete. Parents are encouraged to support their children to complete their tasks and the children then share these in their key worker groups the following week. To support reading development children also take home a high frequency word book that contains words that children need to learn to read by sight and a phonics book that contains the phonemes the children are currently working on. Throughout the year, we invite parents to stay and learn sessions where they have the opportunity to learn and complete various activities with their child linked to our school development plan priorities. Twitter is used to share current learning with parents and provide ideas to continue children's' learning at home.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work and children have opportunities to visit the local church, library and go on local walks. The children take

part in Educational visits and have visitors come in to school linked to their current topics and learning. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations throughout the year and make them as real for children as possible.

Outings and Trips

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.

Being Active Outdoors

The children have access to an outdoor area, which provides a range of physical activities; including climbing equipment, soft play blocks, bikes, large balls, bats and balls and building equipment, such as crates and planks. Our outdoor area is enhanced by an environment that is richly resourced with play materials that can be used in different ways. A risk assessment is carried out and regularly reviewed for both the indoor and outdoor areas. In Reception the children take part in one PE session each week and regularly participate in Wake up, Shake up. Furthermore, children across the EYFS take part in daily exercise, including the daily mile and Joe Wicks HIIT sessions in order to promote physical, social and emotional well-being. We believe outdoor learning has equal value to indoor learning and consider the equipment and experiences provided place children at the centre of the provision being made.

Food and Drink

In Nursery the children are able to independently access milk and a healthy snack throughout the day, which includes fruit or vegetables. They are encouraged to be independent by finding their name and selecting the drink they would like from the snack shelf. Each child is entitled to a carton of milk in Nursery. Water is also provided if children do not like or cannot drink milk.

In Reception we also operate a free-flow snack time. Snack and milk are set up on the table and children can sit and eat it at any point in the morning. In Reception milk is free until the term the child turns 5, from then it must be paid for and forms are sent out to parents each half term to complete online.

In Reception parents are asked to provide children with a named water bottle with fresh water in daily. Children can access this at any time throughout the day.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

Parents are provided with information about what can be stored safely in a packed lunch, including how to keep lunchboxes cool, as they are not refrigerated. The packed lunch sheet also provides advice about appropriate food content. The school dinner menus are displayed in the cloakroom area and sent home so that parents and carers can support their children to choose their food.

Children in Nursery and Reception have many opportunities to follow a recipe, cook and taste a variety of different food, including food from other cultures. Children are encouraged to try different foods and talk about their likes and dislikes.

Transition to Nursery / Reception

We work closely with our feeder settings to ensure that the children make a smooth transition to school. We have contact with some of the local Nurseries and teachers go to visit the staff and the children in these settings.

We hold a transition meeting for new parents in the Summer term, where we outline daily routines and expectations. Children are invited to attend three taster sessions where they come in to the classroom, meet the staff and take part in a variety of activities. Children starting Nursery are invited to attend 5 1 hour sessions where they stay with their parent/carer in the setting. There is a focus for each session, such as tidying up, hanging their coat up or finding their name card.

The children start Reception in staggered start to try to make the transition in to full time school as smooth as possible. By the end of week 2 all children are in school full time. Routines such as assemblies and playtimes are built up gradually, with support from all the adults in the setting.

Transition from Reception to Year One

In the Summer term, we begin a programme of three transition visits to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One children, walks to look at where they will enter school and opportunities to ask any questions about the next year. Children have the opportunity to meet their new teachers during their visits. Meetings between Reception teachers and Year One teachers take place to ensure teachers have all the information they need about each child in their new class.

Impact:

We carefully track to ensure pupils are on track to reach the expectations of our curriculum through skills, knowledge and communication. The impact of the curriculum is that by the end of the year, the vast majority of children have sustained mastery of the EYFS learnt content, knowledge and skills, they remember it all and are fluent in it. Some children will reach exceeding, meaning they have deepened their learning and are able to apply skills and knowledge across all areas of the curriculum.

Our EYFS curriculum at Glasshoughton Infant Academy will:

- ensure that the sequence of learning builds on previous knowledge whilst supporting future progression.
- enable all pupils to fulfil their potential.
- meet the needs of pupils of all abilities at the academy.
- allow pupils to acquire an appreciation and respect for their own and other cultures.
- prepare pupils to make informed choices
- help students develop lively, enquiring minds and the ability to question and debate.

Assessment:

On entry to nursery a baseline assessment is completed using the EYFS Development Matters. Children new to Glasshoughton Infant Academy in reception are baselined when they join us. This information supports in setting aspirational targets for all children at the end of nursery and

reception. From this information children's starting points are identified and next steps in learning can be carefully planned for.

Assessment for learning is part of our daily routine where children receive feedback on their learning where further support may be needed or a challenge to deepen and apply their learning in a new context. This ensures that misconception are addressed in a timely appropriate manner to support pupils to make rapid progress. Children in Foundation Stage are assessed at each of the 4 assessment data drops points against the development matters ages and stages that informs future planning and provision area learning opportunities.

Signed _____

Mr P Wagstaff Chair of Governors

Date:

Signed _____

Date:

Mrs A. Walker Headteacher

Signed _____

Date:

Mrs C. Ellis Assistant Headteacher