



Green Oaks Primary Academy

Early Years Foundation Stage

Persons Responsible:

Principal
EFYS Lead

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation. The Early Years Foundation Stage Framework

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. The link can be found here. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

3. Structure of the EYFS

At Green Oaks our Early Years provision includes a 26 place per session Nursery for 3- and 4-year-olds and one Reception Class with space for 30 children.

Our Nursery class has a large room for their sole use as well as an undercover area and garden that the nursery share with the reception class. The Nursery class is open term- time

between the hours of 8.45 a.m. to 3.30 pm and more details can be found in our Nursery Prospectus. The Nursery has three new intakes of children per year. Children can start the term after their third birthday. Intakes are September, January and after the Easter break.

Our Reception class has a large room for their sole use as well as an undercover area and garden that is shared with the Nursery class. The Reception Class is open term time between the hours of 8.45 a.m. to 3.20 pm in line with Years 1-6 in school. More details can be found in our Reception Prospectus and video on the school website.

In the Early Years Foundation Stage at Green Oaks Primary Academy, we work as a unit of two classes and staff get to know all children and support each other in the organisation, staffing and resourcing of the areas.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The link can be found here

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

The Non- Statutory Curriculum Guidance, **Development Matters 2021**, that provides more detail, can be found here.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534 DfE Development Matters Report and illustrations web 2 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2.pdf)

The EYFS Curriculum

The EYFS Framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as The Prime Areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The Prime Areas are known as the foundation of essential skills which are needed to learn The Specific Areas (detailed below)

The Prime Areas are:

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

The Prime areas are strengthened and applied through 4 **specific areas:**

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

4.1 Planning

The EYFS at Green Oaks Primary Academy provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at Green Oaks Primary Academy observe children closely, consider their needs, their interests, stages of development and use all this information to help plan a challenging and meaningful curriculum that is rich in opportunities across all areas of learning and development.

Staff working with the youngest children, or children that are identified for specific reasons, are expected to focus strongly on the 3 prime areas which form a basis for learning in the specific areas. Although there is strong focus on building learning in the prime areas, children learn holistically and through meaningful experiences where they can gain skills and knowledge in the specific areas alongside these.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. This includes planning jointly for outside learning where both classes mix, and children's interest and needs can then be catered for.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff liaise closely with parents and will discuss concerns and observations with parents in the first instance.

Staff plan looking at next steps and progression for children using the EYFS Development Matters, Birth to Five document and The Early Years Foundation Stage Statutory Framework, 2021. Staff also use 'Greenwood Academies Trust Skills Progression' document which encompasses all the progression from the aforementioned documents.

The document can be found on Green Oaks Primary Academy Website or hard copies can be accessed in school.

Staff are skilled in supporting children to make meaningful links to their learning such as through play and routines. Links are made through snacks, P.E, stories, songs, morning routines, transitions and through home learning. Children have access to language rich displays, photographs,

technology, music, age-appropriate resources for reference such as letter formation cards, numbers, phonics sounds, high frequency words and many more. Children have ample opportunities to revisit learning through Tapestry Observations, photo books and displays to enable them to discuss their learning and use newly acquired language.

4.2 Supporting all the needs of our community of learners

All children are individual and learn in a variety of ways and at a different pace. Children may need different kinds of support more often to help them catch up with some learning or extend them in a different way depending on their needs. Children who need challenge and their learning extending further are planned for as part of standard planning through questioning and given differentiated activities or resources. At Green Oaks we plan for children who are falling behind, they are supported in the lesson with differentiated tasks or activities to help them succeed at their own level. This could be using different equipment or given a shorter task that they would manage with more success but enough challenge too. Children are supported with interventions at other times to support them with skills and catching up, therefore narrowing the gap. We plan interventions for catching up, consolidating learning or extending learning. This may be for individual children or small groups too in fun, engaging ways so that they get additional opportunities to learn and practise skills either independently or with the support of adults. This can be through steering them to activities in continuous provision or taking them out of class to a quieter space, games, sharing activities, physical activities, stories and specialist programs

where needed. Children are given positive feedback and always supported with next steps. Parents are informed on a regular basis on how they can support their child at home informally or during parent evenings.

4.3 Promoting Independence skills

In order for children to learn effectively they need to develop independence skills such as

- Being able to leave their carer/ parent with confidence
- Dressing and undressing skills e.g coat, changing shoes and clothes when needed
- Choosing their own resources to support their learning and tidying up
- Drinking and eating using an open cup, spoon, knife and fork
- Managing their own personal hygiene such as going to the toilet independently, washing hands, using a tissue.

At Green Oaks Primary Academy, we would expect children to be working towards all these skills at the beginning of the Nursery Year in line with ages and stage of the Early Years Foundation Stage.

Staff will work closely with parents to support their children with the above independence skills including children with SEND or medical difficulties where adaptations can be made, and guidance sought from health professionals too.

Please also see separate Intimate Care Policy with regards to changing children and managing intimate care.

4.4 Equal Opportunities

All children have equal opportunities for learning, and this may mean that the provision is the same for all, added to or adapted in some way to ensure that all children can participate. For example, a child with Special Educational Needs and Disabilities, children with English as an Additional Language, children who are disadvantaged, children who have communication difficulties, children who need support with attention skills or those that need more nurture to support self-esteem and confidence. At Green Oaks we work hard to ensure that we know our children well and can provide for their individual needs so that they have the same opportunities as their peers. In Early Years we promote a culture where everyone is respected and accepted as individuals regardless of their differing needs.

4.5 Teaching

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are supported by other adults too in lessons and through continuous provision. Follow up activities are planned for children to practise new learning and skills. This can be through play during continuous provision, through linked learning in other lessons and through directing children to independent tasks that will support consolidation. Our outdoor provision complements the opportunities available to the children in inside offering a mix of adult-led and child-initiated learning. Children learn through activities that are meaningful to them and outdoor learning has equal importance to

indoors. Children in both classes have access to Forest School sessions weekly which is a child led approach to learning outdoors. Forest school provides children with endless opportunities to learn in the language rich natural environment where they learn to be independent, learn new skills, and develop positive self-esteem through leading their own learning.

More information can be found on our website or follow this link

<https://forestschoollassociation.org/what-is-forest-school/>

5. Assessment

At Green Oaks Primary Academy, Assessment for learning or ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations can be used in a variety of ways.

- To extend learning 'in the moment' where children are challenged, and new learning is celebrated.
- Observation and assessments continually inform what children have learnt so far, what interests them and shapes future planning.
- Staff also consider observations shared by parents and/or carers to see how children learn and progress at home.
- Assessments and observations of learning are recorded on Tapestry where parents can access them, comment and add their own learning observations from home.

Green Oaks Academy Baseline – When children start

Staff assess children in Nursery and Reception thoroughly to inform starting points through observing their play and skills, interacting with them to assess language and understanding, personal, social and emotional skills too. This provides a basis for children to work from and build on their learning and at whatever developmental stage they are.

Reception Baseline Assessment (Reception Class Only- This is a Statutory requirement)

Within the first 6 weeks that a child starts Reception, when children are settled, staff will administer the Statutory Reception Baseline. This is a series of activities that children are assessed on a 1-1 basis with a familiar adult in language, comprehension, maths and reading.

More information can be found here.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1025098/Information_for_parents_reception_baseline_assessment.pdf Assessment (RBA, May 2021).

Assessment at different points in the year.

Children are assessed by looking at their learning as a whole and which statements of learning they have achieved in different age bands in years. The Development Matters statements correspond with what would be generally expected for their age. Children are assessed by using 'best fit judgements' by looking at each aspect of learning overall.

Emerging, Developing or Secure judgements

Children in Nursery and Reception are assessed as Emerging (Some of the Development Matters statements achieved) Developing (Most of the Development Matters statements achieved) and Secure (All of the Development Matters

statements or slightly beyond them have been achieved) in the age categories.

Staff report on the different way children learn. These are the characteristics of effective teaching and learning.

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

Age Bands in EYFS Assessment		
0-3 Years	Emerging	What would generally be expected for children before starting our Nursery.
0-3 Years	Developing	
0-3 Years	Secure	
3-4 Years	Emerging	What would generally be expected for children during our Nursery year.
3-4 Years	Developing	
3-4 Years	Secure	
Reception	Emerging	What would generally be expected for children during the reception year.
Reception	Developing	
Reception	Secure	
ELG (July 22)	Emerging	

ELG (July 22)	Expected	Judgements made at the end of the Reception Year
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Assessment at the End of Reception

At the end of the EYFS, (this is at the end of the Reception Year) staff complete the EYFS profile for each child. Pupils are assessed against the 17

early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to The Local Authority.

September 2021

6. Transition

6.1 Transition into Nursery or Reception

At Green Oaks positive transition into Nursery or Reception is a very important process that is planned with all needs in mind to ensure all children have a safe, secure and confident start and that parents feel connected to school. This enables a positive school and family relationship from the start. We

link with children and parents from the beginning in a variety of ways.

- Initial contact through the school office. Welcoming enquiries about places and any queries at the school office. Parents are invited to attend our Academy Parent and toddler sessions run by The Academy Family Worker
- Showing parents/ carers and children around Early Years and the whole school and ensuring they feel welcome.)
- Short play visits to enable children to get to know classrooms and to talk to parents/ carers about children's needs.
- Longer play visits for children to get to know their peers, surroundings and staff. These can be Transition Days before the beginning of the new year or terms in Nursery as there are three intake points a year when children can start. Children who start Reception at other times are invited in to play visits individually.
- Welcome videos on the Academy website so that children and parents can access before children start Nursery or Reception so that they can get to know staff and the learning environments too. As children learn through repetition can watch these as much as they wish.
- Staff at Green Oaks Primary Academy will contact previous Nurseries and Pre- schools to gain important information prior to the child starting. Where possible, staff will visit children in their settings before starting to build relationships and see them where they are comfortable and in familiar surroundings. Key to ensuring high quality Early Years' experience is to ensure

continuity and communication between all settings and to ensure that the children's social, emotional and educational needs are provided and planned for.

6.2 Transition from Reception to Year 1

Children meet the new staff in Year 1 through planned and spontaneous opportunities in the Summer Term. The Reception and Year 1 teachers meet to discuss the needs of all children to include pastoral needs and their stage of development.

In September, Year 1 provides continuous provision for children that is familiar to them, alongside individual and small group work. The structure changes with the needs, independence and learning behaviours of the children as the year progresses.

7. Working with Parents

At Green Oaks we also recognise that parents are the children's first and most enduring educators when parents and practitioners work together the results have a positive impact on children's development and learning.

We encourage parent partnership through:

- Showing respect and understanding of the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open-door policy
- Maintaining an on-going dialogue, regular communication is key
- Being flexible in arrangements for settling children in

- Meeting with parents of children in EYFS regularly, virtually or face to face to discuss progress
- Inviting parents in to be involved in children's learning such as craft days and see a range of work and activities on offer.
- Using Tapestry, an online learning journal which parents can access at home and add to.
- Encouraging parents who we do not see regularly to make use of the home/school communication book or communicating through e mail.
- Inviting parents into school to share their specialised skills
- Inviting parents to accompany staff on trips.

8. Safeguarding and welfare procedures

- 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 and need to be taught how to recognise and avoid hazards too. We aim to protect the physical and psychological well-being of all children. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers.
- All EYFS staff get to know the children well. We recognise that as adults do, children relate differently to some staff more than others and we encourage these professional relationships as we are all 'Key workers' but

the ultimate responsibility lies with the class teachers as a Key Person. Staff do work closely together to always communicate about the children and discuss any concerns they may have about children between them regularly to ensure needs are met and anything is addressed that needs to be.

- The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy which can be found on Green Oaks Primary Academy website.

9. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead and Senior Management Team every year.