



The Boston Witham Academies Federation

Fishtoft Academy

Early Years Foundation Stage

Introduction

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.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Aims

The Early Years Foundation Stage seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Principles

The principles which guide the work of all Early Years practitioners are grouped into four themes:

A unique child - every child is a competent Learner from birth who can be resilient, capable, confident and self-assured.

Positive relationships - children learn to be strong and independent from a base of loving and secure relationships with parents and or a key person.

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Enabling environments - the environment plays a key role in supporting and extending children's development and learning

Learning and development - children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

To be effective, our Early Year's curriculum is carefully structured:

- Planned and purposeful activities are provided that provide opportunities for learning indoors and outdoors.
- Learning experiences are given that match the children's individual needs and interests.
- Learning builds on what children can already do.

Induction and Entry arrangements

The admissions criteria is published in the County Council's 'Lincolnshire's School Admissions Guide' (2017).

Summer Term Prior to Starting School

An induction evening or afternoon is held for all children in the Early Years near the end of the summer term. All Early Years staff and the Head of Academy, and a representative from the governing body (where possible) attend to answer any questions you may have.

There are also various other opportunities for your child to come and visit us in school including a Teddy Bear's picnic and two transition sessions. All information regarding these visits will be provided at the meeting mentioned above.

The class teacher or Head of Academy will also visit your child in their current surroundings, be that at nursery or at pre-school and you will be notified when this visit is due to occur. On occasions home visits will also be arranged in order to meet your child before starting school.

Session times

Playground open 8.45am

School starts at 9.00am

Morning learning 9am-10.30am

Break time 10.30am-10.45am

Morning Learning – 10.45am-12pm

Lunch time 12-1pm

Afternoon Learning 1pm-3.15pm

End of day- school ends 3.15pm

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Snack and lunch times

Children are given free fruit as a snack and have access to fresh drinking water at all times.

School takes part in a scheme which allows under 5's to receive 1/3 pint of semi-skimmed milk each day.

All children can receive a free school meal as part of Government Initiative. However a pack up from home can be provided.

Organisation

The children are organised in a classroom which consists of Reception and Year 1 learners. There is a PAN of 10 (a maximum of 30 children per class). Throughout the day, children have opportunities to work as part of a whole class, in small groups and individually. This takes the form of adult-led, adult-directed and child-initiated activities.

The Curriculum

The EYFS forms the first stage of our whole school curriculum. In the EYFS the curriculum is split into 7 areas of learning and development that are inter-connected and are of equal importance. They also provide links with Key Stage 1 and the English and Maths National Curriculums 2014.

Personal, Social and Emotional Development

This area helps the child to develop a positive sense of themselves and of others so that they continue to be interested, motivated and excited to learn. They develop their respect for others ideas, feelings and culture. They build strong relationships with others by improving their social skills and also develop the ability to recognise their own personal hygiene needs.

Physical Development

Under this heading children begin to use their bodies confidently and safely show an awareness of their personal ability. Activities will be provided to enhance both gross and fine motor skills. They begin to learn the importance of keeping healthy and the factors that contribute to maintaining their health. They will begin to show an awareness of space and recognise things that are not safe.

Communication and Language Development

These areas are about how children become communicators. They develop their ability to listen to others and extend their vocabulary when speaking. They are encouraged to make marks, interpret symbols and read and write letters and be able to say which word those letters make. Children are also encouraged to share books and make up their own stories using puppets and props.

Literacy Development (Reading and Writing)

Children begin to read and understand simple sentences. They develop phonic knowledge to decode words



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and learn to read common irregular words. They learn to read a range of materials and use their phonic knowledge to write words that match their spoken sounds. They also write some irregular common words, with the aim to write sentences which can be read by themselves and others.

Mathematical Development

Children will use numbers and counting in play, and eventually recognise and use them reliably, to develop mathematical ideas and to solve problems. They will also develop their knowledge of shape, space and measures. Children will also use their new knowledge and skills to solve problems, generate new questions and make connections across other areas of learning and development.

Understanding of the World

This is the area where children learn to explore and find out about the world around them, they will use all of their senses to enhance their understanding. They will use everyday technology and begin to understand how it works and how it can help them. They will be able to talk about their own past and show awareness of cultures and the beliefs of others.

Expressive Arts and Design

Children respond in a variety of ways to what they see, hear, smell, touch or feel; as a result of these encounters, they express and communicate their own ideas thoughts and feelings. They will have the opportunity to explore experiences through music, art, craft and role play.

How the Curriculum is planned and delivered

Our curriculum is planned through a series of themes and topics, each of which offers experiences in all seven areas of the curriculum. We work hard to make the activities relevant to the children's ideas and interests to encourage them to experience all areas of learning throughout the week. Staff scaffold play where appropriate, to ensure the maximum learning is gained for child initiated activities.

Outdoor play

We know that outdoor play is a very important part of a child's development. Children are given opportunities to play outdoors every day. The outdoor area is securely fenced and provides a safe play environment. The outdoor area provides activities designed around each of the learning areas and a full risk assessment has been carried out to ensure children are kept safe.

Assessment and Record Keeping

During the first 3 weeks of the school year, observations are carried out by the staff to obtain base line evidence. Each child in Reception also undertakes a baseline test in line with National Requirements. These scores, alongside teacher's observation notes, support staff in their overall judgement to plan for future learning.

In EYFS, we use an online assessment tool, Tapestry, in order to record, track and evidence children's learning against the EYFS ages and stages and Early Learning Goals. Parents can also contribute to these via an app

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that can be downloaded onto smart phones and tablets or accessed via a computer.

Throughout the year, parents are invited to attend parent consultation evenings where they can discuss their child's progress; they will also receive an annual report summarising achievements in the summer term. In addition to this termly reports are sent to parents.

Monitoring and Evaluation

- Classroom observations as part of the Academy's monitoring cycle
- Curriculum topics evaluated in terms of their impact and engagement
- Annual moderation
- Annual evaluation of Academy's long term planning
- Medium term planning updated regularly to take account of the children's interests
- Weekly and daily planning evaluated alongside formative judgements

Staff Development

Whole staff and Foundation Stage meetings are held regularly with a focus on assessment and planning. Weekly PDM (Professional Development Meetings) are held to ensure staff are kept up to date with the latest information and training.

The training needs of staff are identified through the performance management cycle.

Parents as partners

All parents are encouraged to visit the setting before admission.

Welcome packs are provided as part of the pre-admission process; we also collect information regarding emergency contact numbers and medical conditions for each child, which is regularly updated.

In addition, parents are:

- Invited to attend informal meetings
- Asked to share books with their children
- Prompted to write in the home/school diary
- Giving the opportunity to join educational visits
- Kept informed through the Academy's newsletters
- Encouraged to meet the teacher
- Invited to attend parent consultations
- Provided with guidance for children with special educational needs
- Given advice on how to potty train their child if required.
- Advised on school uniform

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- Invited to workshops and open days

Links with the community and other agencies

The local community

We try to make learning relevant to the children by making use of the local community by visiting:

- Local parks and shops
- Local businesses
- Churches and other religious buildings

In addition, people from the community are also invited to come in to talk to the children (police, school nurse, firemen, vets, vicar etc.)

Professional and Local services

We have strong links with the following:

- Speech and Language service
- EAL support
- Health Professionals
- Specialist Teachers

Policy review

To be reviewed annually.

This policy was revised in December 2016.

Reviewed November 2017.