



NINE ACRES COMMUNITY PRIMARY SCHOOL

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We are **Articulate** We are **Passionate** We are **Persuasive** We are **Positively Influencing The World Around Us**

'Striving for Excellence'

Early Years Policy 2022-23

Nine Acres Primary School

Approved By:	S. Bishop
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Early Years Foundation Stage Policy 2022-2023

The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At Nine Acres children complete their final year of the EYFS in reception. Our provision is based on the understanding 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 2021)

At Nine Acres Primary School we are committed to providing a high-quality early years' education. We greatly value the importance that the EYFS plays in laying a secure foundation for future learning, earning and development. We seek to give children the best possible start to their school career and ensure they have the skills to become happy, independent and curious long life learners. At Nine Acres we are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

Introduction

The EYFS 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 planning for the learning and development of each individual child, and assessing and reviewing what they have learned 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.

At Nine Acres we aim to achieve this by:

- setting the standards for individual learning, development and care to enable each child to fulfil their potential
- Providing for equality of opportunity and anti-discriminatory practice (refer to Equality and Diversity Policy).
- Creating the framework for partnership by working with parents, professionals and other outside agencies (refer to Parent Partnership Policy).
- Ensuring that learning and development is planned around the individual needs and interests of the child and informed by the use of on-going observational assessment.

The Early Years Curriculum –

The Early Years framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. The EYFS is made up of seven areas of Learning and Development: All areas are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Children should mostly develop the **3 prime areas** first

These are:

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

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in the **4 specific areas**.

These are:

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

At Nine Acres we ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals. Observations of the children are used to identify their achievements, interests and next steps for learning which are then used to inform future planning. Children's progress is tracked termly and parents are encouraged to contribute to their child's assessment.

Key Principles -

The Early Year's experiences we offer our children are based on the following principles of the EYFS:

- Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

Unique Child

At Nine Acres we recognise that children develop in individual ways and at varying rates. We believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

We give every child the opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by having realistic and challenging expectations that meet the needs of all our children across all areas of learning and development.

We meet the needs of all our children by:

- Planning opportunities that build upon and extend the children's knowledge, skills, experience and interests.
- Planning opportunities to develop their well-being, self-esteem and confidence, including experiences that provide risk and challenge.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a secure and supportive learning environment in which the contribution of all children is respected and valued.
- Using resources which reflect diversity and are free from discrimination or stereotyping.
- Planning challenging and appropriate experiences to meet individual needs.
- Monitoring children's progress and providing additional support as necessary (such as referrals to speech therapists).
- Working closely with parents, carers and other agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

Positive Relationships

At Nine Acres we recognise that children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families. We respect that parents are the child's first and most enduring educators and we value being partners with them in their child's education.

We develop positive relationships by

- Talking to parents/carers before their child starts school at our open sessions and induction afternoons.
- Providing a meeting and a booklet of information about starting reception at Nine Acres e.g. routines, expectations.
- Providing opportunities for the children to spend time in the EYFS unit before starting school and having a staggered entry to help them settle into class.
- Having very strong links with our feeder pre-schools. Teachers arrange visits to see all children at their childcare setting before starting school. They discuss each individual child's need and their transition to school.
- Assigning each child a key person, i.e. the person with whom they form a special attachment. They are responsible for ensuring that the child feels safe and cared for, in order to develop a positive sense of well-being and achievement.
- Arranging home visits to give parents the opportunity to discuss their child's needs, feelings and interests on a one to one basis within an environment they feel secure.
- Inviting parents to attend informal meetings about areas of the curriculum, such as developing early reading and writing.
- Sharing regular observation on Tapestry which allows parents to see and contribute to their child's learning journey.
- Operating an open door policy for parents/carers where Early Years staff are available to talk at the beginning and the end of every school day.
- Parents are invited to a range of activities throughout the year such as workshops, Christmas productions, sports day and assemblies.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children learning e.g. hearing readers.
- Offering a range of activities throughout the year, to encourage specific collaboration between child, school and parents e.g. reading mornings, open maths classroom.
- Offering three parent consultations throughout the year to discuss their child's progress.
- Sending a written report on their child's attainment and progress at the end of the year.

Enabling Environment

At Nine Acres we recognise that the environment plays a key role in supporting and extending children's development and learning. The children have daily access to an indoor and outdoor environment that is set up in discreet areas of learning with planned continuous and enhanced provision. We ensure that resources and spaces are clearly organised and are safe for the children to use.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual interests, passions and abilities. We use materials and equipment that reflects both the community the children come from and the wider world. At Nine Acres we encourage the children to make their own selection of the activities and resources that are on offer, as we believe this encourages independent learning. Play based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. We hold regular team planning meetings to analyse the children's responses to different situations and identify future learning needs. This careful planning of our environment helps children to achieve across all areas of the EYFS.

Learning and Development

At Nine Acres our teaching reflects the principles that children learn through: playing and exploring; active learning; and creating and thinking critically. Through play children explore and develop learning experiences which help them make sense of the world.

Learning and development is implemented by

- Planning, purposeful play and ensuring an effective balance of adult led and child initiated activity.
- Adults interacting with children through play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.
- Encouraging the use of language to extend children's understanding. Children are encouraged to communicate with one another and with the adults in the setting at all times. Adults model good language skills and encourage children to participate in role play activities and scenarios which will stimulate and excite their imagination.
- Encouraging children to ask questions and find answers through first hand learning experiences. Through sensitive questioning the children are encouraged to think deeply and to extend their learning.
- Encouraging all children to show respect towards one another by sharing, taking turns, using language such as "please" and "thank you" and showing consideration towards others.
- Giving the children opportunities to be independent learners, following their own interests, accessing their own resources and helping to tidy the environment at the end of each session.

An essential part of learning and development is accurate assessment. At Nine Acres we gather information from a range of sources including observations of the children while they are engaged in independent learning as well as during adult-led activities. We also do this through discussions with parents and carers and by talking to the children. All of our assessments are then used to inform our planning to ensure children's next steps are met.

Transition into Year 1

Transition into Year 1 starts in the Summer term with the Year 1 teachers spending time in Early Years interacting with the children and leading story times. All assessment information is passed on to Year 1 teachers and each individual child is discussed to ensure that they have a good understanding of each child's needs. At Nine Acres all children move up to their next year group from the beginning of July. This enables the children to become familiar with their new teacher and new routines are established before the summer holidays. In Year 1 the children have access to an outside environment and play based activities are planned depending on individual need.