



Weston Infant Academy part of the Weston Federation



EARLY YEARS FOUNDATION STAGE POLICY

Vision Statement

'Together we will nurture, stimulate and challenge our children in order to lay strong foundations on which to build their future learning.'

At Weston Infant Academy we understand the importance of building good foundations for future learning and our provision for our Nursery children and Reception aged children reflects this.

Prior to entry we carry out home visits for our new Nursery pupils and those pupils who are joining us in Reception from another setting. This aids transition into the settings and helps the children to feel more settled and secure. Staff undertake play based baseline assessment activities with the children during these visits enabling them to plan appropriate activities for the early autumn term. The Foundation Stage Lead attends the Local Authority transition meetings where information about children is shared between settings. If a child is attending a PVI or other school setting staff will endeavour to visit them there.

We offer 30 hours Nursery provision. When children enter the Nursery setting we carry out a short 'staggered induction' approach to enable all children to settle over a period of a few weeks. We are guided by the children and are flexible in this approach. We work in partnership with parents / carers to support each child during their settling in period so that the children can feel confident and happy and so that positive relationships are established from the start between the child, the parents / carers and the key person. Reception pupils attend full time from September, but again we are guided by the needs of the individual pupil and are flexible.

The Foundation Stage Curriculum

The Early Years Foundation Stage Framework (Sept 21) requires coverage of the seven areas of learning and forms the basis of our curriculum which is delivered in a series of topics, all of which are flexible to allow staff to adapt to the interests of the cohort.

These are the three 'prime' areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

and the four 'specific' areas:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Designs**

The Learning Experience:

Children are given opportunities to engage in ‘first-hand’ learning experiences and to access a variety of indoor and outdoor activities. Play is recognised as an important tool where children develop and reflect on their learning. Children are encouraged to access materials independently and to have pride in their work and to have high expectations of themselves and others.

The daily routine involves carpet time, adult-led small group and large group activities, movement to music, child initiated activities, sand play, water play, painting, construction, small world play, access to ICT and role play areas, physical activities etc. Children have access to all areas of learning each day. Outdoor learning forms part of the daily routine. Children are encouraged to access fruit, water and milk independently and to make choices about their activities. The aim is for children to recognise that learning is a social and interactive process between child, adult, materials and the environment and to develop independent learning skills.

Young children learn by experience. They need to look, touch, smell, listen, taste and explore with a variety of play and real materials. Children have the opportunity to experience the world first hand through our educational visits and visitors in school.

Assessment

Nursery children are assessed by staff during home visits and on their arrival into the setting, this forms their baseline assessment. Pupils who are new to school in Reception are also assessed in the same way, and from September 2021 all Reception pupils will undertake the National Reception Baseline. Termly assessments are used across the Foundation Stage to measure progress and attainment in all areas of the curriculum. This information is used to inform planning and identify any area, or pupils, where interventions may be beneficial. The EYFS staff moderate assessments as a team. Termly Pupil Progress meetings are undertaken where barriers to learning are identified and addressed. Pupil assessment data is submitted to the SLT termly and tracking meetings follow this submission to ensure progress is being made by all children and that judgements and levels are consistent and secure. At the end of the Foundation Stage Reception class children are assessed against 17 Early Learning Goals, this data is submitted to the Local Authority.

Staff use ipads to collect and store information of each child’s “wow” moments onto the Evidence Me database so that every child’s progress is clearly monitored.

Throughout the Foundation Stage children are assessed using Development Matters (July 2021) and the EYFS Early Learning Goals to plan next steps in their learning. Each child is a unique child and all specific learning needs and styles are planned for. Staff observe the children to gain a good understanding of their learning and interests. These observations ensure that all children's learning needs are met. The adult's role is to observe how children gather information, interact with peers and solve problems and to enter into the child's play, extend and set up problem solving activities, interacting with the children to facilitate and extend their learning.

Staff use their professional knowledge of each child to ensure each child is making progress and use observational notes, focused observations, adult- child interactions and photographic evidence to support these.

Parent and Community Links

Our aim is for parents to be partners in their children's learning and each term we hold virtual parent's evenings so that parents can meet the keyworkers and teachers. We share activities with our families via Class Dojo and encourage parents to upload things that their child is doing at home on to Dojo. Homework activities are also shared. Parent updates are discussed during these meetings and each child's attainment is shared with parents. We hold reading with mum and dad sessions and encourage parents to attend school social events, family learning sessions and breakfast events. Parents are always welcome to come into school to discuss any immediate concerns.

Welfare Requirements

At Weston Infant Academy we take all necessary steps to keep children safe and we carefully follow the guidance as set out in the EYFS Framework (September 21) (please refer to the Child Protection Policy). All of our staff are well qualified and have a clear understanding of their roles and responsibilities. Staff use iPads as part of the school's assessment procedure to take photographs and videos of the children.

Monitoring and Evaluation

The Foundation Stage Lead attends the SBMAT EYFS Lead Meetings to share good practice. EYFS staff attend the SBMAT network meetings and Trust moderation sessions to ensure that judgements are secure.

The Principal and Foundation Stage Lead have the overall responsibility for monitoring the quality of teaching and learning in the Early Years Foundation Stage. The Foundation Stage Lead is part of the Senior Leadership Team to ensure that the delivery of the Early Years Foundation Stage Curriculum is of a high standard. This information is shared with Early Years staff at regular meetings.

To be reviewed in September 2022.