

Early Years Foundation Stage Policy – appendix

Wainwright Primary Academy

September 2024

Contents

1	Key personnel	3
2	Organisation of Learning	3
3	Organisation of the Academy Day	4
4	Long term curriculum summary	4
5	Extended Nursery Provision	5
6	Any academy-specific assessment arrangements	6
7	Parent Partnership	7
8	Compliments, queries and complaints	7
9	Date of ratification by Local Academy Committee.....	8
10	Date of next review.....	8

This academy appendix should be read in conjunction with [Diverse Academies Early Years Foundation Stage policy](#)

1 Key personnel

Principal: Mrs C Ripley

Early Years Foundation Stage Leader: Mr P Dowse

SENDSCO: Mrs C Adams

Early Years Foundation Stage Teachers: Mr P Dowse, Mrs J Stirland, Miss H Mhoni

Early Years Foundation Stage Teaching Assistants: Mrs N Jones; Mrs K Choudhury; Mrs Z Holden, Mrs L Hooton, Mrs Davies, Miss Buxton and Mrs Lear

All staff are fully trained and regularly attend courses to keep abreast of current practice.

This policy has been drafted by the Early Years Foundation Stage Lead and teachers and agreed by staff and governors. Our policy, will at all times, follow the [Diverse Academies Single Equality Policy](#). At the core of all our policies are [our vision, mission and values](#)

2 Organisation of Learning

To achieve effective teaching and learning we:

- Plan a relevant curriculum that builds upon the interest of the child, as well as knowledge, skills, understanding and attitudes that children need to learn during the Early Years Foundation Stage, in order to achieve the Early Learning Goals at the end of Reception.
- Focus on the three prime areas as the children enter Nursery, ensuring that these areas remain a priority throughout the Early Years Foundation Stage.
- Ensure that our planning includes activities to promote the Characteristics of Effective Learning as stated in the 2021 guidance (Playing and exploring/Active learning/Creating and thinking critically.)
- Provide separate teaching bases/key groups for Nursery and Reception children, so that focused teaching and learning can be achieved.
- Ensure there is quality continuous provision for all ages and abilities, which encourages independent choice and allows children to revisit practise and repeat activities to deepen knowledge and understanding
- Ensure there are opportunities for children to access quality provision both in and outdoors and engage in activities directed by adults as well as those initiated by themselves.

- Ensure practitioners observe and respond appropriately to children and know when and how to intervene to promote next steps in learning.

In line with [Diverse Academies Special Educational Needs, Disabilities and Offsite Alternative Provision Policy](#) we aim for the early identification of specific learning needs. Parents are informed immediately of any concerns. Through effective monitoring, provision is adapted to meet the needs of children, including identification of small steps and individual targets and specific interventions. Parents are informed and targets are shared with them. Support may involve providing additional adult support.

In Nursery, the focus is very much on adapting the provision for individual needs.

3 Organisation of the Academy Day

Nursery/F1

08.45 - Morning session begins

11.40 - Morning session ends

12.00 - 12.30 - Lunchtime

12.30 - Afternoon session begins

15.10 - 15.30 - Afternoon session ends

Reception/F2

08.50 - Morning session begins

11.25 - 12.25 - Lunchtime

15.10 - Afternoon session ends

4 Long term curriculum summary

In the Early Years Foundation Stage unit, we aim to:

- Provide a setting that recognises the importance of ‘a unique child’ in which all children feel safe, happy, and secure and develop skills for the future as well as a sense of wellbeing and achievement.
- Provide an appropriate and carefully planned curriculum that acknowledges that children ‘learn and develop’ in different ways and different rates, and that all areas are equally important and interconnected.
- Provide a welcoming, stimulating and ‘enabling’ learning environment that is well planned and organised with ample space for play and active learning both indoors and outdoors.
- Provide an approach to learning that emphasises talk and play, where practitioners make sensitive and appropriate interventions and observations and where positive relationships are nurtured between the children and their key person.
- Provide a balance between adult-led and child-initiated activities, so children develop independence and self-management skills and become confident, critical and creative learners.
- Build good relationships with parents and work in partnership with them.
- Ensure all children develop their full potential, adopt healthy lifestyles and have equality of opportunity.

Planning is divided into long, medium and short term. Long term plans state topics to be covered throughout the year. Medium term plans show which learning objectives are being taught and short-term plans show specific activities to meet objectives and are adaptable to meet the needs and interests of the children.

There is a mixture of directed and free choice activities and children are monitored to ensure a balanced programme is accessed. As the children get older, activities are more adult directed in order to prepare the children for transition into Year 1.

5 Extended Nursery Provision

In our academy, children can join us in Nursery in the term after their third birthday.

We offer 78 part time places in Nursery. The children can attend 15 hours; either 5 morning or afternoon sessions each week.

We also offer places for children that are eligible for the 30-hour entitlement. You can apply for this via the [Government Website](#). Codes for free entitlement must be made by the government deadlines.

When your child turns 3	When they can get 30 hours from	Recommended time to apply
1 September to 31 December	Term starting on or after 1 January	15 October to 30 November
1 January to 31 March	Term starting on or after 1 April	15 January to 28 February
1 April to 31 August	Term starting on or after 1 September	15 June to 31 July

You can apply outside of these recommended dates but you might not receive your code in time. You must have a valid code by the end of the month before a new term starts.

Please call the office and double check your start date to understand when your free childcare starts.

6 Any academy-specific assessment arrangements

Continual formative assessment is carried out in the form of observational assessments of children's interactions in and around the setting. These assessments link to the developmental milestones in the tracking tool. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. Occasionally, photographs and videos are also taken to remark on the remarkable.

Parents play an important role in our observation and assessment and are given opportunities to discuss the development of their child at regular parent consultations. Nursery parents are invited to termly drop-in sessions for an informal chat with their child's keyworker and are invited to attend a more formal meeting before transition into Reception.

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks, in which a child starts Reception. At the end of their Reception year in the academy, the children's progress is recorded on the Early Years Foundation Stage Profile. Children will be assessed as meeting expected levels of development, or not yet reaching expected levels (emerging).

Key workers have daily contact with parents, and parents are encouraged to share important information concerning their child, whenever appropriate. We have an open-door policy.

7 Parent Partnership

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Parent welcome meetings, prior to children joining the academy.
- Inviting all parents to take part in a comprehensive parent as partners programme, the term before starting at the academy, which offers both parents and children the opportunity to spend time in the Early Years Foundation Stage, getting to know staff and other children, fostering good relationships and communication between home and school.
- Operating an open-door policy for parents with any queries.
- Sharing the children's Learning Journey with parents and valuing the ongoing contributions to this from parents, in valuing and celebrating contributions.
- In Reception, offering two parent/teacher consultation evenings per year
- In Nursery offering parent/teacher consultations each term.
- Sending a report on their child's attainment and progress at the end of their time in the Early Years Foundation Stage.
- Developing a range of activities and means of communication throughout the year, that encourage collaboration between child, the academy and parents and involving parents in their child's learning i.e., termly family days, termly parent planner, up to date webpage with information, Early Years Foundation Stage noticeboards, and shared homework.

All staff involved with the Early Years Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have very strong links pre-school and have regular contact, formal and informal, in order to discuss each individual child and their transition process into the academy, as well as share ideas and resources.

8 Compliments, queries and complaints

- Parents are encouraged to discuss concerns with the class teacher in the first instance
- An approach can be made to the Early Years Foundation Leader or Principal if parents are not happy, having spoken to the class teacher.
- The Local Academy Committee can become involved in serious matters of complaint There is a [Diverse Academies Concerns and Complaints Policy](#) should a copy be required.

9 Date of ratification by Local Academy Committee

Autumn Term 2024

10 Date of next review

Autumn Term 2025