



Early Years Foundation Stage Policy

This policy is based on requirements set out in the curriculum documentation regarding the EYFS curriculum. This document also complies with our funding agreement and articles of association.

NEXT REVIEW DATE:
Summer 2025

Overview

The Early Years Foundation Stage at Endeavour Academy consists of a newly formed EYFS unit, with Nursery and Reception sharing the same classroom. The Foundation Stage is staffed by 2 teachers and 1 TA, as well as other members of staff who support throughout the week. We provide a rich and stimulating learning environment, both indoor and out. The children have continuous access to all areas and are supported by careful planning and organisation of staff and resources to enrich their learning. We work in line with the Statutory Framework for the Early Years Foundation Stage.

Our Core Values for the Early Years and Foundation Stage at Endeavour Academy

- We have a responsibility to ensure that the EYFS stage holds positive attitudes to diversity and difference and that children learn from the earliest age to value diversity in others.
- We will work closely with parents and families by sharing information and offering support to ensure a quick response to any successes or difficulties.
- We will provide personalised experiences for the children that are sensitive to the individual needs and development of each child.

Our vision of the EYFS at Endeavour Academy

At Endeavour Academy we will provide:

- Practitioners who understand how children learn and develop.
- Enjoyable and exciting experiences for children
- Well maintained and accessible resources
- Support for parents to work collaboratively with staff.
- Time and space for children to explore and play.
- Planning that reflects the needs and interests of the children.

The Curriculum

We follow the EYFS Curriculum Guidance as set out in the Statutory Framework for the Early Years Foundation Stage. This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements under the umbrella of main themes:

- The Best for Every Child
- High Quality Care
- The Curriculum

- Pedagogy
- Assessment
- Partnership with Parents
- Self-Regulation & Executive Function

The Foundation Stage curriculum is supported in its delivery through cross-curricular themed topics taken from children's interests and topics that help develop children's understanding regarding the world.

Planning

Teaching Staff at Endeavour plan activities and experiences for children that enable children to develop and learn effectively. To do this, practitioners working with Nursery working are expected to focus strongly on the 3 prime areas. EYFS practitioners work together to plan activities across the EYFS.

Staff also consider the individual needs, interests, and stage of development of each child within the setting and use this information to plan a challenging and enjoyable experience. 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.

In planning and guiding children's activities, practitioners reflect on the diverse ways that children learn and include these in their practice. There are set templates that each teacher must utilise. These include a half termly medium-term plan, and S Plans for all subjects. Teachers must also use the planning formats for indoor and outdoor enhancements, which are adapted and updated regularly. Staff utilise planning from programmes such as Purple Mash & Charanga to support their delivery in Foundation Subjects, alongside Power Maths & Master the Curriculum for Maths sessions.

Learning and Teaching in EYFS

The curriculum in our EYFS is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical development.
3. Personal, social, and emotional development

Children are provided with activities and experiences that promote their development through the different educational programmes.

1. Communication and Language

2. Physical Development.
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Art and Design

No one aspect of development stands in isolation from the others as all areas of learning and development are interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. At Endeavour Academy, we value the importance of the EYFS in preparing children for key stage one, encouraging children to be 'school ready' and the staff work to develop independence from early in the Reception year.

Our children learn through:

- Self initiated play during continuous provision both indoors and outdoors
- Daily adult led activities both in small intervention groups and whole class groups.
- Adult led focused activities (indoor and outdoor) for Mathematics, Literacy and Topic.
- Adult directed activities where activities are set up for children to use independently to support Mathematics, Literacy & Phonics.
- Adult supported play where activities are child initiated and adults support learning.

Assessment and Information Sharing

Each pupil completes a mixture of focussed learning and independent activities throughout EYFS to help them develop. Staff use this to inform individual next steps. This information is then used on a regular basis to assess children against the EYFS development matters statements. Each term, children's progress is tracked throughout the Foundation Stage using Bromcom. This assessment is then used to help the planning and delivery of interventions. We utilise Diminishing the Difference (DTD) plans for children working below ARE and Stretch & Challenge (S&C) plans to extend learning for those working above ARE. All these aspects are moderated frequently by the EYFS lead in in-house & group moderations.

Judgements are made against the Foundation Stage Profile (FSP), at the end of Reception, this provides a summary of every child's development and learning achievements. Children are found to be one of the following:

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

The FSP forms the basis for reports to parents and is passed through to Year 1 to ensure a smooth transition. During the Summer term, Moderation occurs with Year 1 teachers to ensure judgements are agreed and consistent.

Behaviour and Safety

Aim

In the foundation stage we support the schools code of conduct. We aim to provide a learning environment that promotes positive behaviour and relationships where children treat each other and their environment with care and respect.

In Practice

- We organise our learning environment so that it has a positive impact on behaviour in terms of space, choice of activities and accessibility of resources.
- We establish clear expectations and boundaries.
- We take a positive and consistent approach and implement strategies to promote positive behaviour:
 - Use of visual aids to promote desired behaviour.
 - Use terms good sitting, good listening, good sharing, good walking etc.
 - Give praise, smile, and thumbs up.
 - Behavioural system – All children start the day on the sun, and then can be moved to clouds and thunder clouds should their behaviour falter.
 - stickers- individual, positive rewards in recognition of desired outcome.
- We have clear routines and procedures.
- Staff are positive role models and demonstrate appropriate behaviour in all interactions with children and other staff and show that good behaviour is valued.

- Inappropriate behaviour is dealt with in the following way:
 - Get down to the child's level and speak calmly.
 - Acknowledge their emotion.
 - Explain why their behaviour is not allowed and ask them to 'stop'.
 - If they need time to calm down give them 'thinking time'.
 - Ask them to have "Time in" time sat with an adult where they can talk about the incident.
 - The adult to model the appropriate behaviour.
- We ensure that all staff, students, and volunteers do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property.
- We record all significant incidents relating to behaviour and all concerns are shared with parents.
- More information can be found in the Behaviour in EYFS document.

Safeguarding in EYFS

The overarching aim of our EYFS is to help young children achieve EYFS. We follow whole school Safeguarding policies and procedures and all staff have Safeguarding training. In addition, all staff understand their responsibility regarding children's safety and well-being within EYFS.

We have rigorous procedures in place for keeping children safe, including arrangements for keeping children secure, daily risk assessments on the inside and outdoor environments and equipment and two paediatric first aid trained members of staff working in the EYFS. Further details can be found in the academy's Safeguarding policy.

Partnerships with Parents/ carers

We believe parents/carers have a primary role to play in the care and education of their children and we value and support this through:

- Talking to parents on a one-to-one basis about their child before they start Nursery through our home visits.
- Inviting all Reception parents to a group meeting before their child starts school with a presentation and refreshments.
- Inviting parents and children to visit Nursery and Reception for a 'transition event'.

- During the first few weeks, we invite parents into Foundation Stage each morning to spend time playing with and settling their child when needed. This continues all year with Nursery children.
- Good news trees – Parents are encouraged to write good news and home achievements on leaves for children to share in class.
- Home/School communication book where staff and parents/carers can have written communication.
- Parent workshops are held throughout the year, with focuses on Reading, Mathematics, Communication, Writing and Craft.
- Sharing information through our web site.
- Parents' evenings held twice a year.
- End of year report.