



Ormiston Academies Trust
Thomas Wolsey Ormiston Academy
EYFS policy

Policy version control

Policy type	Statutory – Academy Template
Author In consultation with	Principal
Approved by	LGB
Release date	February 2022
Review	Policies will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force
Description of changes	No Changes

1 PURPOSE

This document provides guidance on the teaching in the Early Years Foundation Stage Department. It should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage – 2017; Development Matters in the Early Foundation Stage; and Special Educational Needs and Disability Code of Practice: 0-25 (2015).

2 AIMS OF THE DEPARTMENT

- To provide multisensory learning in a secure and happy environment to enable each child to develop good learning strategies.
- To provide a broad and balanced curriculum and a range of stimulating educational experiences which cover all of the seven areas of learning.
- To encourage children to begin to make choices and to develop their confidence and self esteem.
- To assess each child's strengths and needs and to plan their future education in conjunction with their parents.
- To develop a Learning Map for each child.
- To assess and develop physical and communication needs and to provide appropriate therapy and equipment.
- To provide a multi disciplinary approach to learning.
- To develop the child's sensory awareness.
- To encourage the child to begin to interact with the world and people around them and show responses.
- To encourage the development of independence and play skills.
- To work alongside parents to enable the holistic needs of the child are met and enable the child to reach their full potential.

3 ETHOS

The ethos upon which the department is run is the key to achieving both the aims of the areas of curriculum taught and the promotion of higher standards of achievement. The atmosphere of the department is central in accomplishing these goals. The guidance in this document should contribute to this process. Early Years education provides a firm foundation for future learning and development and is a distinctive stage in its own right.

3.1 Differentiation

- Pupils are encouraged to select their own play activities and given opportunities for exploration in all areas of the curriculum.
- Pupils are given time to work/play at their own speed.
- All play resources are explored in order to find the ones that suit each individual according to their stage in development.
- A variety of strategies are used to take account of the physical needs of individuals. These include providing an appropriate activity and the use of alternative and modified equipment.

- Pupils may work in a variety of positional equipment e.g. standing frame, wedge and floor sitters as advised by therapy staff.
- A total communication approach is used with all children to develop communication.

3.2 Equality of Opportunity

In our Department each child is treated as an individual. We respect all religions and cultures and aim to reflect this in our work. Activities enable all children to explore the society in which we live. Children learn about a variety of festivals which are relevant to the children of that class as part of the curriculum. We celebrate Christian and other festivals throughout the year (parents can withdraw their children from this if they wish).

3.3 Inclusion

Refer to Equality Policy

3.4 Continuity and Transition

At the beginning of each term staff from the Early years class meet and discuss possible learning activities for pupils and ideas of how to support and challenge pupils learning. The collaborative planning documents are then used to support Week by week planning. Each week the Staff in the Early Years department meet and discuss pupils progress and areas for improvement. There is time in the Summer term for transition planning between classes. Pen portraits are written, transition days are arranged and staff meet together.

Support staff have a planned transition programme to ensure consistency of care plans and all information concerning the child is transferred to the appropriate class and team

When pupils enter the department there is time for discussion with parents and induction sessions are arranged with parental agreement. We encourage playgroup, CDC, 'Early Learning Together', and other pre-school professionals to visit to enable a smooth transition. Parents are welcome at all times. The Nursery Teacher or Nursery Nurse also visits children in other settings where appropriate. At the beginning of the Autumn term the Early Years lead, the classroom teacher and the potential Key person attend home visits where they complete induction paperwork and begin familiarizing themselves with the needs of the child in their home environment.

4 ADMINISTRATION ORGANISATION AND MANAGEMENT

4.1 Curriculum

The Curriculum is topic based covering the seven areas of learning, known as the Early Years Foundation Stage, identified by DFE (2012). These are made up of:

- Prime Areas:
Communication and Language
Physical Development
Personal Social and Emotional Development
- Specific Areas
Literacy
Mathematics
Understanding the World
Expressive Art and Design

Greater emphasis is placed on the Prime Areas and this is reflected in our 'Learning Maps'. Learning maps have 5 targets, one target for each of the prime areas and the final 2 vary depending on the needs of the child. However all seven areas are covered by the 'Where Next?' target sheets.

All pupils will experience individual and group work weekly. Many lessons are based on a "carousel" type system enabling pupils staff to work with all pupils in all areas of learning.

Staff ensure that pupils have the opportunity to be involved in community based learning through planning of wider activities, celebrations and festivals. This also includes the opportunity to be involved in frequent activities in the local area such as walks to the local shops or play areas.

4.2 Curriculum Co-ordination

The people responsible for the Curriculum organisation are the Teacher in charge of Early Years and the Nursery Teacher. The Key Person/Support Assistant is also important in the planning process. The Head of Early Years is responsible for establishing and implementing policy and initiatives throughout the department. A planning meeting is held with all members of the department every two weeks.

4.3 Learning Maps

All pupils have a Learning Map, which is drawn up by the Teacher in charge of the department in consultation with the Therapy staff. Parents are to contribute to the Learning Map on a termly basis.

5 ASSESSMENT

Classroom observations, along with 'Early Learning Together' reports and reports from other agencies, e.g. CDC, form the basis of the first Learning Map.

Individual On-Line Learning Journey's record photographic evidence of achievement and staff record achievements as they happen daily.

When children start in Early Years at Thomas Wolsey Ormiston Academy they are assessed "on – entry" using B Squared, which measures individual children's small step progress. Observations, photographs and evidence are gathered to inform the judgments made on each child. This data is then analysed and built upon to support the children's needs.

Where children have been to another Nursery or have a dual placement, information is sought and shared. Staff are invited to visit Thomas Wolsey Ormiston Academy and attend the Annual Review meeting. There are a minimum of 3 visits per year between Thomas Wolsey Ormiston Academy and the Dual placement school, to enable effective collaborative working and sharing of information. This equates to approximately one visit per term.

6 RESOURCES

The department comprises of a purpose built well equipped room with some carpet areas allowing for floor play activities, open space for pupils to move around on the floor or in walkers, a sensory cabin, a toilet area, a kitchen for the preparation of drinks and snacks and an office/parent room.

The department has an enclosed garden with a sandpit, large play equipment, play house, swings and a shed containing a variety of wheeled toys.

Pupils are encouraged to learn through a variety of resources including natural objects, real life resources and other toys and equipment. Resources and storage spaces are labelled to support understanding and belonging.

At present there is one Early Years Lead (Qualified Teacher), one Unqualified Teacher, one Nursery Nurse (Part -time) and 4 Support Assistants who staff the department. We offer a multi-disciplinary approach and Therapy staff work alongside the Early Years staff within the classroom. The Early Years department also have access to a daily Welfare team who support pupils with Personal Care needs.

7 WORKING WITH PARENTS AND CARERS

We work as part of a team with parents/carers and they are always welcome to visit the department.

Parents are invited to the School's parents' coffee mornings and open mornings which are held on a regular basis.

We also hold Parent share mornings once a month to share with parents the activities pupils have been involved in, whilst at school based on one key area of the curriculum at a time. Staff are available to discuss next steps with parents and to encourage them to try different activities at home.

Parents are also invited to 2 parents evening to share progress. They also attend Annual Reviews.

Termly Learning Maps and 'Where Next' targets are sent home and parents can comment and amend where necessary.

Plans are on the website and parents are encouraged to share information from home.

Each pupil in the department has a home school diary.

8 REPORTING TO PARENTS

In addition to the two School parents evenings, all pupils have an Annual Review with a member of staff from the Leadership Team. Early Years' parents are also invited to an additional meeting during the year to discuss targets and progress.

9 HEALTH AND SAFETY

Staff have regular safeguarding and medical training. There are Paediatric first aid trained staff in EYFS and more throughout the School.

Health and Safety policies and procedures are as those for the whole school