



Thomas Wolsey Ormiston Academy Early Years Policy

Policy version control

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Scope of this policy

Within this document the term Early Years Foundation Stage (EYFS) applies to all children in our Assessment Nursery from the age of 3 years through to all children in their reception year. Children can start at Thomas Wolsey Ormiston Academy the term after their third birthday in the Assessment Nursery.

We believe that children should have access to a high-quality education from an early age, giving them appropriate support for their individual needs and a strong foundation from which they can develop their future skills and learning. We encourage the children to be motivated and enjoy their learning in happy, safe, and stimulating environments.

We work closely with pupils and their families within the Early Years, and liaise with other professionals, to ensure the needs of the children are identified and recognised from an early stage.

Many of the children who join us in the Early Years do not have an Education, Health Care plan (EHCP) Where appropriate we will initiate the application of an Education, Health Care Needs assessment (EHCNA) to ensure these needs are fully met as the child progresses through their time at Thomas Wolsey or are supported to access other appropriate settings.

Further information is available on our school website: [Thomas Wolsey Ormiston Academy](#)

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress in relation to their individual needs
- Close partnership working between staff and with Parent/Carers, and with a range of other specialists to ensure the best possible outcomes for the children
- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- Children and their Parents/ Carers are prepared for the next phase of the child's learning journey

This policy is based on the requirements set out in the [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](#) that applies from January 2024.

Structure of EYFS

At Thomas Wolsey Ormiston Academy, we welcome children onto our school roll through the admission process via the Local Education Authority, the term after their third birthday. Children at this age will enter our Assessment Nursery. At this age pupils will typically enter on a part time basis (Up to 15 hours), and many will also attend a dual placement with a mainstream nursery during this time. Children who are joining us at Reception age (in other words, who will turn five years old during that academic year) will typically start full-time in September. Parents of Summer born children (Children who turn 5 years old during the summer term of the academic year) may choose to reduce the days their child attends during the Autumn and Spring terms looking to increase throughout the year.

We provide a Safe and stimulating learning environment for our pupils both inside and outside. Classrooms are split into areas to provide a range of learning opportunities where children can access and explore throughout the day.

Due to the varying needs of our pupils the setting is all on one level, with hoisting to enable all children the ability to access all areas as appropriate. Furniture is easily accessible and height adjustable.

The 2 Early Years Classrooms have interlinking doors for easy access between the classrooms and opportunities for collaboration. Within both Early Years classrooms there is access to toilet areas

with appropriate equipment to help support and encourage independence at appropriate levels for pupil development. There is also access to a kitchen area in the Nursery classroom with multiple sinks in both classrooms. There are spaces within both classrooms for the children to play and be active, explore their senses in dark dens and for them to rest and re-charge

These 2 classrooms also have access to a shared canopied outdoor area and wider playground area to encourage outdoor learning throughout the year, which is also set up into defined learning areas. A continuous provision approach is used in all areas to support children's curiosity, development, and love of learning.

Curriculum

We follow the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework, setting the standards for learning, development, and care for children from birth to 5 years old.

We have mapped out our curriculum offer to ensure that children have access to a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills needed to support children's personal development and prepare them for the next stage of their education and development. This can be accessed on the school website: [Thomas Wolsey Ormiston Academy - Our Phases](#)

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas are known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social, and emotional development

The prime areas are strengthened and applied through 4 specific areas:

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

Planning and Observation

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff consider the individual needs of the children, including their strengths, areas for development and their interests, and use this information and knowledge of each child to plan challenging and enjoyable experiences. Staff ensure that there is a balance of child-initiated learning through continuous provision and adult led activities.

Throughout the day there are opportunities for whole class work, small group work and 1:1 work. Staff plan opportunities for individual learning Map targets to be woven into the wider curriculum offer.

Staff work in close collaboration with other professionals such as speech and language therapists, physiotherapists, occupational therapists and consultants to monitor and support children in their next steps of development, providing opportunities throughout the day to practice and refine learned skills, completing bespoke and specialised programmes to support the child's holistic development.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm and positive interactions.

Activities are highly differentiated to meet the needs of each child, considering any physical or sensory barriers to learning and finding motivating and appropriate ways to support individuals.

Assessment

At Thomas Wolsey Ormiston Academy, we recognise children develop in individual ways and at varying rates. We aim to develop a positive attitude towards learning using praise and encouragement. We celebrate the small step achievements of all through verbal praise and feedback, star of the week, feedback to parents and carers and other appropriate and meaningful strategies.

At Thomas Wolsey Ormiston Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents. Earwig Academic timelines are used both in school and at home to capture the learning journey of the child. The child's academic timeline is updated with regular snapshots of learning and wow moments experienced throughout the day.

Within the first 6 weeks of entry into Reception, the Reception Baseline assessment (RBA) is completed for each child.

The main method of assessment in Early Years is through observations of children in different contexts, including in adult-led activities and child-initiated learning. These are then recorded onto the child's Earwig Academic timeline and shared through discussions at staff meetings and through moderation. We also capture evidence in relation to progress towards the child's personalised Learning map targets which are small steps towards their Education, Health Care plans (EHCP's)

At the end of the Early Years Foundation Stage, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating where they are:

- Meeting the expected level of development or,
- Not yet reaching expected levels ("Emerging")

The profile reflects ongoing observations, and discussions with parents and carers. The results of the profile are then shared with the parents and carers of the child.

To ensure consistency of judgement, the profile is moderated internally (Referring to the Development Matters guidance [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/441224/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage.pdf) and in partnership with other schools. EYFS profile data is then submitted to the Local Authority.

Working with Parents/Carers

At Thomas Wolsey Ormiston Academy, we recognise that parents and carers are the children's first and most enduring educators and we value the role they have played and will continue to play in supporting their child to grow and develop. To ensure we continue to support and enable them to do this we aim to develop caring, respectful, and professional relationships through the following:

- Offer a visit to the school prior to application to get a feel for the school and to ensure they have an opportunity to ask any initial questions they may have.
- Offer a follow up visit to the school once the child has been offered a place at Thomas Wolsey
- Visit the child's current setting to share information and observe the child in their current setting
- Conducting home visits to meet children and their families before the child starts their transition to us
- Provide opportunities to visit new classroom, and meet new school team before starting school- this could be through stay and play sessions, parent's evenings, share days etc.
- Arrange a range of activities throughout the year that encourages collaboration between child, school, and Parent's/Carers: Stay and play sessions, Curriculum focussed learning events, special assemblies, performances, sports days, school trips etc.
- Daily emails to share important updates of the day regarding health and care needs
- Earwig updates to share learning and wow moments from school and encouragement for parents and carers to contribute to this from home
- Parent and Teacher meetings twice a year at which those present can discuss a child's progress
- Parents/ carers receive a school report on their child's achievements as part of the EHCP Annual review process
- Parents and carers are encouraged to contact their child's class teacher or Department Lead if they have any concerns or if there were something they would like to discuss in more detail.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and carers in guiding their child's development at home. The key person also helps families to engage with specialist support, if appropriate.

The class teacher has oversight of all children and will work in collaboration with all staff. Through class meeting time information is shared on all children so all staff are confident in meeting the unique needs of each child.

Safeguarding and Welfare Procedures

It is important to us that all children in Thomas Wolsey Ormiston Academy are safe. We provide a stimulating environment where children are allowed to take risks and are educated on boundaries, rules, and limitations. We take necessary steps to Safeguard and promote the welfare of children.

Through our curriculum we identify opportunities to teach children about healthy eating, good oral health and e-safety.

Further information on how we achieve this can be found in our school Safeguarding policy.

Monitoring Arrangements

This policy will be reviewed by the EYFS lead and approved by the co-principals every two years. At every review, the policy will be shared with the Governing body.