

## Academy Policy

# Early Years Foundation Stage Policy

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## 1. Introduction

- 1.1 At Ambleside Academy we aim to provide the highest quality care and most effective education for all of our children. We strive to provide essential building blocks so that pupils have strong foundations necessary to be successful lifelong learners.
- 1.2 The high expectations we have will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1. We aim to achieve this by providing stimulating indoor and outdoor provision mainly led by the children's interests and enjoyment. This is enriched by providing carefully thought out enhancements in the continuous provision and beyond.
- 1.3 All children who attend our Early Years Foundation Stage Setting will be provided with:
- a) An amazing learning space which is well-resourced, clearly organised and allows independent access to all seven areas of learning.
  - b) Strong routines and a clearly sequenced timetable for learning throughout each day so that the children know what to expect.
  - c) To be part of a small key person group to build self-confidence and strong relationships with a key adult and their peers.
  - d) Direct daily teaching sessions where all children are taught, modelled to and are able to practise new knowledge and skills learned.
  - e) Free flow in the continuous provision to lead their own learning and demonstrate sustained concentration and high levels of engagement when completing a task.
- 1.4 The learning spaces within this setting has been designed with the Characteristics of Effective Learning at heart. We expect that within the continuous provision whether outside or inside the children will confidently:
- a) Play and explore - We expect high pupil engagement
  - b) Actively learn - We expect our pupils to be proud when they have achieved and always try their best.
  - c) Creating and critical thinking - We expect our pupils to have their own ideas and make links and find different ways of doing things.
- 1.5 Teaching and learning within our setting incorporates:
- a) Modelling
  - b) Encouraging
  - c) Questioning
  - d) Providing a narrative for what the children are doing and setting challenges.

- e) Allowing children to follow their own interests

## **2. Our Early Years Curriculum Intent**

- 2.1 Being confident, clear communicators and learning and using new vocabulary is really important for our children at Ambleside. Our new EYFS curriculum has been designed with this principal at heart. This has been recently enhanced by taking part in the Nuffield Early Language Intervention (NELI) Which targets the lowest 20 percent of our poorest communicators.
- 2.2 We have selected texts within this design which will immerse our children in rich vocabulary whilst exposing them to a greater understanding of the world in an age appropriate manner. These two areas of learning are a real focus for the children in the community of which our school serves. Many of our children enter our early years provision with poor language skills and limited understanding of their local community and how people are similar or different to them within the natural world of which they live.
- 2.3 Alongside vocabulary development through texts, we have specified key nursery rhymes and within our curriculum design that will complement strong development of communication and language for our children.
- 2.4 We know our children learn best and have high level of engagement and greater sustained concentration when the themes of their curriculum interest them. The curriculum has been designed and carefully resourced with consideration to this.
- 2.5 Children in the early years of their education at Ambleside need to begin by learning about themselves, their family and their classroom. We believe that this will give them the secure foundations and building blocks for future learning. Then topic by topic we have sequenced the curriculum to broaden the children's knowledge and understanding to the local community of which they live and then the wider world.

## **3. Effective Transition for the next phase of Education**

- 3.1 At Ambleside Academy, we understand the positive impact that effective transition on a child's well-being and progress into their next stage of development. We have established a strong set of procedures for transitions to be smooth as possible.
- 3.2 All children starting in our Nursery have school 'Settling in Sessions' prior to their child starting nursery this gives children the security of meeting with their key person in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they may have about their child.
- 3.3 All Reception parents are invited to attend a parent meeting where they can see the setting and can familiarise with the school layout, routine and expectation led by the EYFS team. This is another opportunity for the parents to ask questions and share information about their child.
- 3.4 The Assistant Principal and school SENCO liaise with pre school settings prior to new to school Reception children starting to ensure that we have an effective sharing of information and understanding of what the children know can do and need support with next.

- 3.5 All children and families complete an introduction booklet before starting so that we can learn as much as possible about what the children like, dislike, favourite items, foods, siblings so that we can ensure a warm, welcoming and warm start.
- 3.6 We have the EYFS Lead who manages both our Nursery and Reception and staff can fluidly work across both. This really supports transition across the settling, understanding of what children know and need next and sharp assessment for learning.
- 3.7 In the summer term all our Reception children visit their new Year 1 teachers on two occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child's development, progress and achievement towards achieving a good level of development. Nursery team pass on to Reception teachers at this point in the same way.
- 3.8 It is our goal to ensure that all staff have a well-rounded picture of the all children entering their next phase of education prior to starting the new school year.

## **4. Ensuring effective Health, Safety and Safeguarding Provision**

- 4.1 We know that all children learn best when they are healthy and feel safe and secure. We ensure that all pupils individual needs are met and when they have positive relationships with the adults caring for them. This is supported by the key person system of which we adhere to across our EYFS Unit.
- 4.2 At our academy we follow the safeguarding and welfare requirements detailed in the 'Keeping Children Safe in Education' statutory guidance and adhere to the Academy's safeguarding policy.
- 4.3 We in the Early Years promote healthy choices and participate in the free fruit and milk for under-fives scheme. This is always out within the provision so that the children can access at all points.
- 4.4 For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the school cook. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.
- 4.5 We encourage children to bring in water bottles with water only. Children are taught the importance of keeping clean and washing their hands correctly throughout the day.
- 4.6 The outdoor space provides excellent opportunity for our children to be active, developing gross motor and key social interactions with peers. Large equipment is age appropriate and we have carefully designed the provision to allow progression in skill to develop balance and agility from Nursery to Reception.
- 4.7 Staff take care and pride to ensure that the outdoor equipment is clean and safe. Please see risk assessment in place to support this.

## **5. What do our parents think?**

- 5.1 "My child has come on really well. He really loves coming to school and has made good reading and writing progress. The team and setting are like a little family and I have great interactions with them at handover time. I am very happy to send him to school each day as I feel he is in good hands. He has come on leaps and bounds." (Ms Bradley)

- 5.2 “I think my child has improved a lot over the year she has been here. I am very happy sending her every day. She is more than willing coming to school every day and loves it. Her reading and writing is coming on so much since going into reception. I feel like I can talk to you about anything. The school is perfect. They do a great job!” (Ms Odeh)