



HUNTINGTON PRIMARY ACADEMY

EARLY YEARS FOUNDATION STAGE

Signature of Chair of Trustees	<i>Mr P Gething</i>
Signature of Headteacher	<i>Mrs K Bailey</i>
Date Approved by Trustees	Full Board 27th September 2018
Review Date	Annual (Statutory Policy)
Review Period	September 2019

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Mission Statement

Huntington Primary Academy aims to provide quality teaching and learning for all its pupils, delivering a curriculum for the development of the whole child and one that is fitting for the 21st century, in a safe, secure, happy, caring and stimulating environment.

The Four Principles of the EYFS (Early Years Foundation Stage)

At Huntington Primary Academy we adhere to the statutory framework of the EYFS and its four principles are at the centre of all learning experiences in the unit.

These are the following:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

Principles in Practice

In order to apply the four principles, our EYFS unit provides the following:

- A curriculum based on the EYFS, with seven different areas of learning and using play as a powerful tool for learning.
- Learning which takes place both inside and outside.
- Focus group activities to meet the different needs within the unit and interventions for children with additional needs (see academy SEND Policy).
- Work in partnership with parents and the wider community, including the HOLLYS' Early Years Partnership.
- Challenging learning experiences planned around the needs and interests of each individual child that are assessed and reviewed regularly.
- Planning informed by regular observations and assessments of the children.
- Opportunities to take part in whole class sessions, small focus group activities, adult-initiated activities and child initiated activities, which are supported by adults.
- Each child has a key person who they develop a close relationship with (this is either a teaching assistant or a teacher).
- A secure and safe learning environment inside and out (see the academy's safeguarding arrangements and Child Protection and Safeguarding Policy)

The Early Year's Curriculum

There are seven areas of learning within the EYFS unit. All the areas, have equal importance and are interconnected. The 'Prime Areas' are the building blocks for the children's capacity to learn.

The 'Prime Areas' are:

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

The 'Prime Areas' are strengthened and applied in the 'Specific Areas'.

The 'Specific Areas' are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The Early Years' team work alongside the children to observe their approach to 'The Characteristics of Effective Learning'. This allows us to see the way the children are learning and plan their next steps.

The 'three characteristics' of effective learning are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'.
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The characteristics have strong links with Growth Mindset and the children are supported in the development of these skills through adults acting as role models in the unit, fortnightly assemblies and the academy's Behaviour and Reward Policy.

The characteristics are reported to parents in the academy's annual report and shared with the next teacher. This allows the teacher to see how each child learns and how they can best support their transition from EYFS into Year 1.

The curriculum is delivered by play based learning as outlined in the EYFS Framework.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.'

The Early Years' team work together to plan a balance between child-initiated activities and activities planned by adults. As the children play, the team will question the children to challenge them further and move their learning on.

The unit is an enabling environment which the children can use as a workshop for their activities. It is a stimulating place, where the children feel inspired to learn. Children access areas of provision freely as part of daily choosing time, whilst also being encouraged to 'free-flow' between the indoor and outdoor classrooms.

The children take part in whole group and small group activities which increase as the year progresses. Each week the children will take part in the following:

- Daily phonics sessions
- Daily literacy sessions
- Daily mathematics sessions
- Guided reading sessions in the spring term
- Focused activities depending on the needs of the children.

Assessment

Observations are made as the children access areas of provision, these are used to assess the child against the 'Ages and Stages' and 'Early Learning Goals'. These observations are used to inform future planning and thereby to plan the next steps for each child. Observations are recorded on the online Tapestry Profile (which includes photographic evidence of each child's achievements - see E-safety policy) and in their 'Profile folders'. Work produced as part of literacy and maths sessions are completed in exercise books. All this evidence is used to assess each child against the Early Learning Goals at the end of the year.

Inclusion

We value all our children, irrespective of their ethnicity, culture, religion, home language, background, ability and gender and we plan a curriculum that meets the needs of the individual child (See SEND Policy and Public Sector Equality Duty document.)

Parents in Partnership

Parents are an important part of their child's education and we actively encourage parental involvement in open sessions, Tapestry profile sessions and parent consultation evenings. These enable parents to have a strong understanding about their child's development and to understand how they can support their learning at home.

Each child has a 'Together Book' which allows us to share information with parents about some of the activities completed at the academy. It also provides an opportunity for EYFS staff to learn about the child's achievements at home. Each week the children share this book with the class and all achievements are celebrated as a group.

Transition

As a smooth transition into school is vital, we therefore work closely with the local pre-schools as part of the HOLLYS' Early Years Partnerships. Our transition arrangements include visits to the children in their pre-school settings, invitations to the children to visit the academy with their parent/carer and the Key Person from their preschool setting in addition to an opportunity to visit the academy independently with the rest of their new cohort.

As we move towards the end of the first year in school, children will spend some time in their next classroom with their Year 1 teacher. The outcomes from the Early Years Profile and the dialogue about the Characteristics of effective Learning will be shared with the Year 1 teachers so that they can plan for the children's next steps.

Huntington Primary Academy ~ Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title Early Years Foundation Stage	The aim(s) of this policy			Existing policy (✓) Existing policy			New/Proposed Policy (✓)			Updated Policy (✓) Updated policy																			
This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Trustees	School Volunteers	School Visitors	Wider School Community																						
	✓	✓	✓	✓	✓	✓	✓																						
Question	Equality Groups												Conclusion																
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																												
Preliminary EIA completed by				Date		Preliminary EIA approved by				Date																			



HUNTINGTON PRIMARY ACADEMY
EARLY YEARS FOUNDATION STAGE ~ HISTORY OF CHANGES

<u>Date of changes</u>	<u>Details of changes</u>
June 2017	Updated, added part re: growth mindset
October 2017	Few tweaks by CW
September 2018	Few tweaks made by EYFS in relation to guided reading