



Wise Owl Trust

Early Years Foundation Stage Policy

Approved by Wise Owl Trust: 23rd Oct 2019

Due for review: October 2021

Mission statement

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.
(‘The Statutory Framework for the Early Years Foundation Stage.’ DfE March 2014).

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Within the Academies at the Wise Owl Trust, EYFS consists of the Nursery and Reception classes where children are between the ages of three and five years old.

The EYFS is based upon four principles:

- 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.**

A Unique Child

At the Wise Owl Trust we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We know that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments and we begin to build links with families. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem.

Inclusion

All children and their families are valued within our Academies. We value the diversity of individuals and do not discriminate because of differences. All children at Seymour Road Academy, Briscoe Lane Academy and Old Hall Drive Academy are treated fairly regardless of race, religion or stage of learning. We teach the children that having effective characteristics of learning helps them to learn and improve. In the early years the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. Planning for children with additional needs is in line with the Special Educational Needs policy.

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment
- using a wide range of teaching strategies based on children's learning needs



- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which each child's contribution is valued
- monitoring children's progress and taking action to provide support as necessary

It is vital that all children within our Academies are safe. Through PSE sessions we teach children about safety and resilience. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards both in the real and virtual world.

Positive Relationships

At the Wise Owl Trust we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise the important role parents play in educating the children. We do this by:

- talking to parents about their child before their child starts our school.
- visiting the child at home to see them and speak to the parents.
- stay and play sessions in school prior to children starting.
- termly parents meetings with the child's key worker to discuss achievements, concerns and children's next steps.
- providing parents with a written report on their child's attainment and progress at the end of each school year
- encouraging parents to contribute to their child's learning journey through homework tasks and sharing photos and weekend news.
- inviting parents to workshops such as writing workshops where our approach to writing is explained

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. We have good links with the local feeder playgroups and regular visits are undertaken throughout the year. The EYFS teachers meet with staff to discuss new intake children.

Enabling Environments

At the Wise Owl Trust we recognise that the environment plays a key role in supporting and extending the children's development. The role of both the indoor and outdoor environment in learning/organisation of learning provides opportunities for children to make their next steps. We provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways to allow children to learn independently and in a way that suits their learning style and interests.

Observation, Assessment and Planning

Planning within the EYFS starts with curriculum overviews. A weekly focus is based on the learning objectives linked to the EYFS curriculum and shared with all EYFS staff. We plan first hand experiences and provide opportunities for challenges appropriate to the development of the children.

In the EYFS assessment of attainment and progress is based on observation, discussion, questioning and evidence of children's independent learning. Valuable evidence of children's learning is obtained through observation of independent and targeted learning. These observations



are undertaken by teachers and teaching assistants and are recorded on Tapestry (Online learning journey). They also contain information provided by parents and other settings. Each child's progress is also recorded against 17 assessment scales derived from the ELGs (Early Learning Goals)

Learning and Development

At the Wise Owl Trust we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

PRIME AREAS

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

SPECIFIC AREAS

- Literacy Development
- Mathematical Development
- Understanding the World
- Expressive Arts and Design

These areas are delivered throughout the topic and linked closely together. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

The EYFS classes have their own outdoor areas used all year round in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, independent and individual and this freedom allows them to learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and extend children's play by knowing when to question and when to observe. The children are encouraged to try new activities and judge risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own.

