



Carlton Academy Trust Early Years and Foundation Stage Policy

Ratified by Trust Board: (date)

Sept 2020

Signed on behalf of Trust Board:

R Butterfield

Signed by Chief Executive Officer:

A Kneeshaw

Next Review:

Sept 2021

Policy Aims

This policy aims to ensure:

- That children in EYFS (Reception and Nursery) access a broad and balanced curriculum that gives them the 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 and no child gets left behind.
- Close partnership working between practitioners and with parents/ carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the 2017 statutory framework for the Early Years Foundation Stage (EYFS)

Structure and Environment

We strive to provide our children with an engaging learning environment that inspires curiosity, open ended situations, first hand experiences and a language rich development.

We have a 24 place Nursery offering either a morning or an afternoon session to enable children to get their full 15-hour entitlement. We also offer 30-hour places for families that are eligible. Children start with us the term after they turn 3 years old.

We also have two Reception classes each consisting of 30 children. These classes share a high-quality learning environment, and separate for carpet sessions only.

(Complete according to each school)

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS. This comprises seven areas of learning and development that are equally important and inter-connected. However, three '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

At Carlton, we deliver the 2017 statutory framework through the use of the International Primary Curriculum (IPC). This ensures that all early learning goals are deliberately planned for and opportunities are offered within direct teaching and purposeful provision. In addition, it ensures that learning over time is sequenced effectively and there is progression from nursery to reception and then Year 1.

We deliver the IPC through our personalised learning approach, where we let the children lead learning by following their interests and addressing gaps in their learning, rather than carrying out focus group activities.

Staff plan activities and experiences for children that enable them to develop and learn effectively. Although we follow the IPC, we also work differentiate in order to follow the children's interests and preferred ways of working. During the week there are discrete daily phonics, mathematics and literacy sessions. We also enhance the provision weekly to support the children's learning. We plan using all areas, including outdoors and the wider community.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

The impact of our approach, which mirrors the four guiding principles from the statutory framework, ensures that pupils are given the opportunity to learn different ways within an enabling environment.

Delayed language skills inform under-performance later in life, yet many primary school children have unidentified speech and language difficulties. At Carlton Academy Trust, many of our children start school with language skills that are more than 6 months below their peers. We therefore deliver *Well COMM Early Years*, which enables teachers to quickly and easily identify children needing speech and language support and what to do to accelerate their progress.

Assessment

Ongoing assessment is an integral part of the learning and development processes, with staff observing pupils to identify their level of achievement, interests and preferred ways of working. These observations are then used to inform future planning. Practitioners also consider information shared by parents/carers, which are then recorded within the child's online School Progress learning journey.

We also collect high quality information and evidence of children's work that inform future practice, enabling a personalised learning approach that reflect children's attributes and interests.

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

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels/emerging

Assessments are informed by ongoing evaluations of work and discussions with parents/carers. Judgements are shared with parents/carers.

Working with Parents/Carers

Children learn and develop well when there is a strong partnership between school and parents/carers. The progress check and EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities. Parents and carers are also encouraged to add observations from home using the School Progress parent portal, which staff may use as part of assessments where appropriate. We also provide remote learning resources, providing lessons and activities in an easily accessible format.

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/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. We encourage parents to attend our half termly Exit Points which are currently held virtually. We also actively encourage the '50 Things to do Before you are 5' programme and often set them as IPC projects for children to complete at home.

Transition

In the Summer term the Nursery team completes home visits for each new child joining in September. They are then invited to 'Stay and Play' sessions at the start of the Autumn term before their official start. Reception children who have not previously been to an education setting are also visited at home in the Summer term. If they are currently in an education setting, they are visited at their nursery/school.

Note: Due to Covid-19, all children currently meet the teachers on their door step at home during the summer term. They also have small group/individual appointments to meet the teachers in September before starting officially. All children received welcome packs.