



Osidge
School

Osidge School
Early Years Foundation
Policy

March 2021

1. Purpose

This policy has been written to outline the philosophy, aims and principles of early years teaching and learning at Osidge Primary School. The document is to be used as a guide and framework to support the Early Years setting at Osidge Primary School.

2. Aims

The aim is to enable our unique children to fulfil their full potential and that no child will be left behind. All children will be taught the learning behaviours that will be the foundation required for them to succeed in their primary and secondary learning journey and beyond.



3. Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS framework, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Liaise closely with our inclusion lead in order to meet the needs of children with SEND.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-led and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.

4. The Curriculum

There are three **prime** areas that are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

- a. Communication and language
- b. Personal, social and emotional development
- c. Physical development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

- d. Literacy
- e. Mathematics
- f. Understanding the world
- g. Expressive art and design

5. The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which encourages children to explore, investigate and learn through firsthand experience.

Children are encouraged to become independent learners and take some responsibility for their own lines of enquiry and investigation. The learning environment is divided into a variety of learning areas. Activities are planned for inside and outside; children have the freedom to move between the inside and outside classrooms. We aim to include every child in the activities in our environment regardless of physical disability and can provide ramps and ceiling hoists and slings to help with this.

6. Observation and Assessment

As a child enters the Early Years provision, all baseline assessments must be completed within the first 4 weeks of the September term and baseline assessment judgements are completed and shared with the Early Years team, Headteacher and School Governors.

The progression and development of all the children will be monitored and recorded regularly, usually half-termly. Through observations of learning, summative assessments, regular moderation of children's work, practitioners will make further judgements in December, February, April and July. This data will be used to adjust planning to ensure gaps are addressed and learners challenged. Learning Journeys files capture daily achievements, and will be the main way to record evidence of progression in addition to guided work for maths and writing.

Parents will have opportunities to find out about their child's progress through parent meetings, drop-ins to look at Learning Journey books and a written report once per year. Staff will raise any concerns about progress or development in a timely and supportive way so that the school and family can work together to best support learning.

7. Planning

Planning in the EYFS supports the children's cognitive, social and emotional and physical development through a range of stimulating, considered and purposeful activities in order to scaffold a range of learning styles. Data drop-points are used to inform our medium-term planning. These plans inform our short-term weekly planning, which alongside our observations, remain flexible for unplanned circumstance or children's responses.

The curriculum is delivered using a play-based approach as outlined by the Statutory Framework for the EYFS (Dfe, 2017): *'Each are of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.'*

Planning allows for a balance for children to have time and space to engage in their own child-initiated activities and those that are planned by the adults. Continuous provision is based on children's next steps in their learning.

Our continuous provision will support learning both indoors and outdoors and planning at Osidge aims to include at least 25% of children's time outdoors. The learning environment will support children to develop their spoken skills and vocabulary through a range of self-directed or adult led activities both indoors and outdoors. Activities will be set up to facilitate children's social skills and learning behaviours.

Structured times for whole class such as daily phonics and maths sessions, shared and guided reading and writing will be woven into the daily timetable to support children to learn routines and establish good learning behaviours.

In the summer term, planning will include a transition programme, to prepare the children ready for Year 1.

8. Outdoor Learning in the Early Years

All strands of learning can be developed through both planned and child-initiated play. We aim to offer children a sustained time outdoors to play and develop their learning.

In the Osidge School Early Years setting the outdoor area must:

- Give children the freedom to explore, use their senses and be physically active.
- Provide opportunities for large mark making and writing and reading opportunities in the forms of signs, labels and simple stories and sequences.
- Provide opportunities for mathematical development.
- Provide opportunities for large scale construction and gross-motor development through sports equipment and other open-ended resources.
- Include an area for sensory mud/water play ideally a 'mud kitchen' with free access to water.
- Include a quiet area for activities such as reading and observation.

9. Transition

Before the children start at Osidge, we start to develop relationships with the children and families through our transition to school programme. This includes home visits, drop-in sessions to start to build relationships with the children and information meetings for the parents so that they can begin to know and understand the school routines so we can work together to prepare their child for starting school.

During the summer term, the children will be supported with the transition to Y1.

10. Inclusion/Equal Opportunities (including SEN)

We value all our children as individuals at Osidge School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity, EAL and SEND.

11. Health & Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Safeguarding & Child Protection, Medical, Outdoor and Educational Visits.

12. Parents and Carers as Partners

We strive to create and maintain partnership with parents and carers as we recognize that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents and carers to participate confidently in their child's education and care in numerous ways. Some of things we do include:

Sharing in Learning:

- **Stay & Play sessions** – Parents are invited into the classroom, together with their children, to experience some of the activities together.

- **Secret Reader** – Parents are invited in to read to all the children at the end of the day. Parents are welcome to share books from their own language or their child's favourite story.
- **All About Me booklets** – These are completed by parents and returned to the class teacher in the Autumn term, highlighting children's interests which support planning ideas.
- **Pop-ins** – Parents are invited in during their child's Focus Week. This is rotated every half term. Parents have the opportunity to meet with class teacher and share their child's learning.
- **Outings** - We draw on our links with the community to enrich children's experiences by talking them on outings and inviting members of the community into our setting.
- **All About Me Box** – An All About Me Box is designed, created and filled by parents, which include significant milestones in the children's growth over the years, from baby to now. Children are encouraged to share these in school, building on their Speaking skills, answering questions and their confidence and awareness.
- **Physical intervention bags / Basic skills pack** – Intervention resources are sent home with identified children who need additional support and input. Packs may include physical equipment i.e. a bat, a ball, a quiet and or work ideas to practice at home i.e. number lines, number cards etc.
- **Weekly homework** – Phonic homework is sent home weekly. The work reinforces the learning for that week and provides activities and reading opportunities to be practiced at home. Maths homework is sent home, relating to the concept taught that week.
- **Reading diary** – Children take home 3 reading books weekly. Two books are decodable reading books that are suited to the phonemes the children have learnt and is book banded to their reading level. The third book is a reading book from the library of their choice. Parents can request further books during the week if needed.

Communication and Celebrating Success:

- **Weekly Newsletter** – A separate weekly Early Years newsletter is sent home weekly to parents. The newsletter informs the parents of their children's learning during that week, together with ideas and activities that parents can do at home to reinforce and practice the learning.
- **Wow Certificates** – Parents are encouraged to complete Wow Certificates, from the Spring term onwards, highlighting any wonderful milestones the children have reached at home, including dressing independently, learning to swim etc.

Reporting Progress through:

- **PLOD's** – Possible Lines of Development reports are shared with parents which shows their child's progress towards meeting the Early Learning Goal milestones. Parents are shown clearly whether their child is 'emerging', 'on track' or 'secure' for meeting the final Early Learning Goals in the summer term. Next steps are shared with parents on the PLOD sheet.

- **Parents Evenings** – Formal parents evening are held in line with the rest of the School. This is an opportunity for parents to meet with the class teacher to discuss progress and development. Parents receive a Learning Progress Record, with relevant next steps.
- **SEN support** - Parents and carers of children with EHCPs and those on SEN support are invited to termly meetings with school staff to discuss their child's needs and to set targets.