

Walton Peak Flying High Primary and Nursery Academy



EYFS Policy November 2023

Approved by the Governing Body	11/30/23
Signed	
Review Date	November 2024



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Introduction

Early Years education is the foundation upon which young pupils build the rest of their education. It is an education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Walton Peak Flying High Primary and Nursery Academy.

The implementation of this policy is the responsibility of all practitioners working in the EYFS setting, including both teaching and non-teaching adults. In the policy the term 'setting' refers to the Early Years educational provision at individual academies within the Walton Peak Flying High Primary and Nursery Academy. This is available to pupils who enter school after their 3rd birthday for Nursery pupils, and the September of the academic year in which they turn 5 for Reception pupils up to the end of the Reception year.




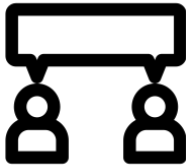


Our Curriculum

At Walton Peak Flying High Academy, our carefully constructed curriculum provides children with an ambitious, high-quality education. It ensures that children are supported to be well rounded, compassionate people who have a genuine love of learning. Children develop a strong sense of pride in themselves and their community. It is broad and balanced, rich and varied and provides them with experiences and opportunities that are relevant to our children. We are committed to ensuring that our children are not only ready for the next stage in their education but that they also become citizens of the world.

Our focus throughout the early years is on developing happy, confident, resilient learners who enjoy coming to school. We promote an enquiry-based approach to teaching and learning, where pupils are encouraged to 'discover for themselves'. We use a range of provocations and learning experiences which stimulate pupil's imagination and thinking skills. The learning environment supports our ethos of pupil-led learning, whilst providing an environment which enables pupils to make progress socially as well as academically. Walton Peak Flying High Academy places children at the heart of every decision and aims for our schools to become the best in the universe through collaboration, support and accountability.

Lesson Design

All Short-Term planning follows the School Long Term plan and the Medium Term plans which specify the sticky knowledge to be taught. All lessons are built around the sticky knowledge and/or skills that all children are expected to know or be able to do. We display the lesson design symbols so that children and adults are clear about the focus of that part of the lesson:

					
Reactivate	Teach, model, facilitate	Learning together	Discuss	Independent practise	Reflection



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Marking and Feedback

Marking and feedback should be a positive experience that concentrates on pupils' successes, helps them to understand any mistakes they have made and what they need to do next to improve. Marking should be:

- manageable
- meaningful
- motivating

It is vital that teachers and pupils understand the purposes of marking and feedback.








To be:

- informative for the pupil ensuring they understand their successes but also their next steps for improvement against the Learning Objective
- clear in order to empower independent learning
- used by teachers to inform future planning and teaching
- be used to assist in assessing pupil progress

It is the responsibility of the person who has taught the lesson to undertake the marking and feedback. When appropriate, a member of support staff who has been involved with the work should add relevant comments in order to inform the teacher and support future development. Marking procedures and marking standards should be consistently applied across all areas of the curriculum.








As much as possible, live, in the moment feedback should be given 1:1 with a child. This should clearly identify successes and areas for improvement with appropriate support given as needed. Any comments, ticks or marking symbols used in books should all be in **green biro**.

Marking Symbols

	Finger spaces
	Capital letters
	Phonics/Segment
	Full stop
	Letter formation
	Punctuation
	Handwriting (ascenders/descenders)

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Our Ethos – Believe

Therefore, our curriculum is based on the following principles: Our school:						
<p>Is a community we build together with pride.</p> 	<p>Aims for excellence every day.</p> 	<p>Shares a love of learning.</p> 	<p>Develops inquisitive minds.</p> 	 <p>Provides experiences and opportunities to inspire all.</p>	 <p>everyone in our community and beyond.</p>	<p>Makes every day count.</p> 

Aims of the Early Years Foundation Stage

Walton Peak Flying High Academy places children at the heart of every decision and aims for our schools to become the best in the universe through collaboration and support. In the Early Years settings at Walton Peak Flying High Primary and Nursery Academy we believe that all pupils are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all pupils are unique and special.
- Working in partnership with carers and external agencies.
- Understanding that pupils develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where pupils feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing pupil's self-confidence and self-esteem by developing their awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging pupil's independence and decision-making, supporting them to learn through their mistakes.
- Developing pupils' understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting pupils to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.
- Understanding the importance of play in pupil's learning and development.
- Providing learning experiences in play which reflect pupil's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.



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- Providing experiences which build on pupil's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, inside and outside.

The Early Years Foundation Stage framework

Teaching in the Early Years settings at Walton Peak Flying High Academy is delivered in accordance with the Government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (Published: 31 March 2021 and Effective: 1 September 2021)

The curriculum is centred on 3 prime areas of learning:

1. Communication and Language.
2. Physical Development
3. Personal, Social and Emotional Development

Providers must also support activities through four specific areas, which strengthen the prime areas. These are:

1. Literacy
2. Mathematics
3. Understanding of the World
4. Expressive Arts and Design

Provision in Early Years involves activities and experiences from the prime and specific areas of learning. Provision for Nursery pupils is focused on developing the 3 prime areas, as a firm foundation for the specific areas.

These Areas of Learning and Development address pupil's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all areas of learning and development are all closely interlinked. This ensures the delivery of a holistic, pupil-centred curriculum which allows pupils to make lots of links between what they are learning.

At Walton Peak Flying High Academy, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of pupil's education.

Assessment and Record Keeping

School has a statutory duty to complete this Reception Baseline Assessment (RBA), which is a short assessment, taken in the first six weeks in which a child starts reception. The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It became statutory for all schools from September 2021. The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

Ongoing assessment is an essential aspect of all Early Years settings at Walton Peak Flying High Academy, and involves all practitioners. Examples of work or achievements are used to document each pupil's learning journey, achievements and attainment against the Early Learning Goals.

Observations of the children are recorded along with formal learning activities and lessons. All practitioners are involved in observing pupils.



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Practitioners use their knowledge of the child to support their developing knowledge of individual pupils. It informs them of pupil's abilities, needs, interests, play schemas and learning styles. Opportunities are planned to support all pupils to make the next steps and progress. Other methods of assessing pupils in the EYFS settings include engaging alongside pupils in their play, annotation of pupil's written work or talking with pupils about their task or play. There is continuous monitoring and assessment of each pupil's development working from a baseline assessment within the first few weeks that the pupil enters school.

Planning

We have an enquiry-based curriculum where a question is used every half-term to engage children in thinking about the ways in which they might answer the question or find out the answers. We aim to help the children to become aware of the world around them with lots of first-hand experiences, and encourage them to explore and become independent learners.

Short term planning learning objectives and activities designed to stimulate and the promote learning to all individuals. The enhancements for learning in the continuous provision are planned to deliver learning objectives in a meaningful and stimulating way. There is an appropriate balance of adult and child led activities that are used as a way to promote playing and exploring, active learning and creating and thinking critically.

The Environment

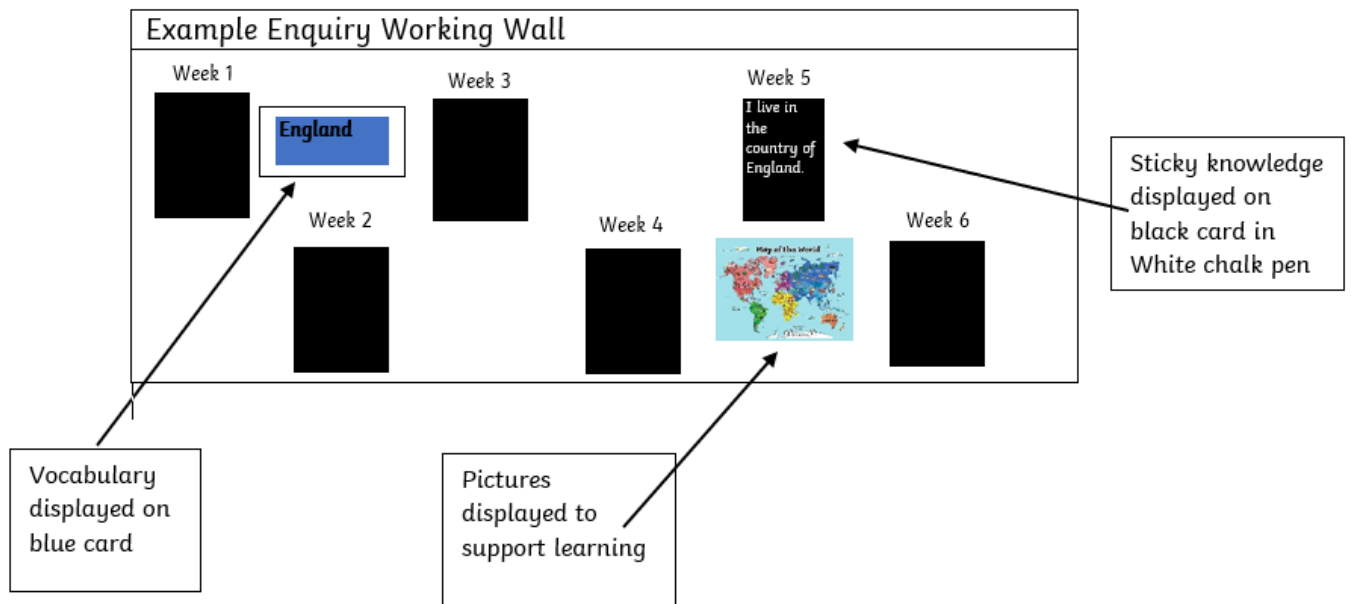
In the EYFS environment there will be a working wall for Enquiry, Maths and Literacy. Key vocabulary will be displayed and images will be used to support children's prior and new learning. The organisation of the unit will promote the independence of our children and offer them a range of appropriate challenges, which reflect their individual needs and interests. Activities will be thoughtfully presented with a clear purpose in mind and careful consideration will be given to the resources available within the continuous provisions. Enhancements such as books, writing equipment and number resources etc will be used to provide curricular links.

The outdoor area will act as an extension of the indoor space. All areas of learning will be represented in both the indoor and outdoor environments. Outdoor play for learning will form part of the daily routine.



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Example working wall:



Parents as Partners

At Walton Peak Flying High Academy, we place a high value on establishing positive and effective relationships with parents and carers. We understand that an effective partnership between school and home will have a positive impact on pupil's learning and development. Parent/carers contributions are highly valued so practitioners endeavour to encourage the regular sharing of information about the pupils with parents.

We value the role of parents/carers as pupil's primary educators. Through questionnaires and informal chats at the beginning and end of the day, practitioners encourage parents to share their unique knowledge of their pupil, providing further insight into the pupil as an individual (e.g. characteristics, interests, experiences, likes, dislikes).

Parents are kept informed of what is happening in the setting through regular letters, texts home and informal chatting at the beginning and end of the day. Sway newsletters are published on the school website and emailed to parents/carers on a weekly basis. Parents are invited to attend parents' evenings during the course of the academic year.

Other opportunities for practitioners to share pupil's learning, development and well-being with parents include end of year reports and celebration assemblies where pupil's achievements are recognised. All parents/carers are provided with access to their child's learning journey. Parents are also invited to be involved with school life. There are opportunities for them to help with activities such as educational visits and reading, as well as offering their particular skills (e.g. cooking, art, music) to support pupil's learning. Parents may be invited into the setting on other occasions such as open afternoons where pupils show them their work and special events such as stay and play days, family craft sessions and information sessions.



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The setting has a friendly, open-doors ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents and carers are always welcomed into school and encouraged to discuss any concerns they might have.

SEND

Where a child has (or is suspected of having) SEND in EYFS, teachers will take care to ensure the child is able to demonstrate their progress & attainment. This will be done by capturing where a child started, assessing the best way to promote learning according to the child's interests and schemas & promoting learning & development of next steps. Within the EYFS children will be encouraged to use their preferred mode of communication for all the ELGs (except speaking).

A graduated response will take place involving the class Teacher, school SENDCo, family, child's view & outside agencies if appropriate.

Equal Opportunities

All practitioners at Walton Peak Flying High Academy have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EY setting.

All pupils, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the Early Years settings at Walton Peak Flying High Academy.

See Equal Opportunities Policy for more information.

Admissions and Induction

Walton Peak Flying High Academy provides 15 hours and 30 hours of child care for nursery children the term after they turn three years old. We also have full-time Early Years education for pupils in the Reception Year. This is for pupils who enter school from September of the academic year in which they will turn five years old.

Before they start in the setting, all pupils are offered a series of visits during the term prior to their start date. The purpose of these initial visits is for the pupils to meet their new practitioners and start to become familiar with the setting environment. Families may be offered a home visit with school staff prior to their child starting school. The aim of these meetings is for practitioners and families to get to know a little about each other prior to the child starting school, to ensure the transition is as smooth as possible.

In the summer term, all parents of future Reception children are invited into school to meet the setting practitioners. At this meeting, information regarding the induction process and the ethos of the setting is shared. There is also time for informal chat and parents' questions. School information packs will be distributed to parents at this meeting detailing school routines and expectations.

See admissions policy for more information.

F1 (nursery)

Parents/carers wishing their child to attend our Foundation in F1 should put their child's name on the waiting list. When a space becomes available the parents/carers will be contacted and admission arrangements will be made. Children are able to attend F1 during the term after they turn three years old (providing that a place is available).



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F2 (reception)

The admission authority for the school is Derbyshire Local Authority. A booklet "Admission to Schools" is published each year ([01629 537479](tel:01629537479)) which sets out the admissions procedure for parents. When the LA have confirmed that a place has been offered at the school the child is eligible to start full time in our Foundation in the new school year. (Your child will turn five years old between 1st September and 31st August.)

Further information regarding admissions can be found at: <https://www.gov.uk/schools-admissions>

Special Educational Needs

See Special Educational Needs Policy.

Safeguarding

See safeguarding policy

Review date

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