



Kippax Ash Tree Early Years Foundation Stage Policy 2022

Intent of the Early Years Foundation Stage

Our mission is to provide a transformative cradle to career education that allows our children to enjoy lives of choice and opportunity. We are a family of Early Years teams that are working together to open doors to the limitless opportunities for all through; the best possible teaching, high quality interactions and planned experiences underpinned by all adults working with integrity.

Throughout a child's time with us in our EYFS we aim to provide children with the opportunities to learn and develop skills for lifelong learning. We see each child as an individual and as practitioners we have the ambition to unlock their true potential. Our aim is to prepare our children for the future, equip them with the ability to use and transfer their skills across the whole curriculum enabling children to be ready and fit for the next stage of their education.

We strive to establish an Early Years environment which provides for all its pupils, a happy and secure environment in which to learn and be cared for. It is a place where every child is recognised as an individual and is helped to understand that they have great value for being themselves. In our EYFS unit we consider 'Characteristics of Effective Learning' which promote positive attitudes to learning, an enthusiasm for knowledge and the confidence to become successful learners.

Early Years at Kippax Ash Tree is the foundation and first steps to our children becoming independent, resilient and curious learners. As a school we want all children to **strive to thrive**, to develop **powerful voices** which enable children to make **meaningful and well informed choices**. In order to achieve this every child needs a strong support network based on positive, mutually respectful relationships.

"No significant learning can occur without a significant relationship" James Comer

- **Independence**; we promote confidence and self-esteem as well as motivation and perseverance. We foster self-reliance and allow children to feel they have control to take risks, develop self-image, emotional development as well as social development.
- **Resilience**; we encourage children to have the ability to overcome negative circumstances and adversity in life, handling emotions and remaining healthy and competent, having coping mechanisms and begin to be able to bounce back and deal with whatever life throws at you.
- **Curiosity**; children are at the heart of the learning process, and we provide them with innumerable opportunities to explore, imagine, and create.

Our Philosophy

Our philosophy for learning is based upon some principles of the Reggio Emilia approach however we tailor all teaching and learning to the needs of our children who attend Kippax Ash Tree. Learning is led by the individual child but through a more structured and focused approach using sustained thinking strategies. We believe that children should be able to learn through

experiences of touching, moving, listening, seeing, and hearing. We believe children should have time to develop relationships with each other and with material items in the world. Our curriculum aims to give our children the essential knowledge and skills they need to become lifelong learners. Some of the children who come to our setting enter with limited experiences therefore we aim to provide the best possible start to their education and for future success. We provide enhanced learning opportunities, high quality interactions and awe and wonder through the seven areas of learning.

Our Curriculum

At Kippax Ash Tree we believe that our curriculum should be child centered, focusing on the needs and interests of children through teaching in a relevant, meaningful and purposeful way. Our intention is that our curriculum will provide opportunities and experiences that will foster and inspire children to be independent learners who are able to proactively use their voice to make positive choices.

We aim to give children endless ways and opportunities to express themselves. At Kippax Ash Tree we believe children have rights and should be given opportunities to develop their potential through self-initiated exploration and themed project led learning approaches. Throughout the day children have the opportunity to explore, observe, hypothesize, question, discuss and clarify their understanding in the various areas across the whole unit.

All adults in the Foundation staff are seen as the facilitators. Adults challenge, extend and question children through sustained learning conversations in order for them to make decisions, choices and lead their learning in their desired direction.

We want all the children to take an active role in their learning; persevering with problems they encounter, have an enterprising attitude and show determination to achieve high standards in everything they do. Our approach also allows children to understand how to work as part of a team, think creatively and independently.

Child-Led

In our setting enhancements are responsive to the observed needs, strengths and interests of children. The child's voice is integral to our EYFS philosophy. Using child led observations allows us to focus on specific and unique learning opportunities and use these to lead lines of enquiry. We pride ourselves on being responsive and fluid to the children's interests.

Professional Innovation

Adults in our EYFS setting have the professional freedom to shape lessons based on their in-depth knowledge of the community and the children. Adults explore the children's interests and use this to influence learning opportunities. Provision in the areas of learning should reflect the children's interests and practitioners should be flexible in responding to the children's emerging needs.

Our Environment

In our school we strive to establish an Early Years environment which provides for all its pupils, a happy and secure environment in which to learn and be cared for. It is a place where every child is

recognised as an individual and is helped to understand that they have great value for being themselves. In our Foundation Stage Unit we consider 'Characteristics of Effective Learning' which promote positive attitudes to learning, an enthusiasm for knowledge and the confidence to become successful learners.

We are extremely proud of our ever evolving EYFS environment. We respond and adapt to the modern changing times and bring a strong emphasis on investigation, discovery and that intrinsic desire to learn. Our environment is an extension of the home not a watered down version of a school. We celebrate children through evidence of their learning, photographs and through documenting their voice.

Characteristics of Effective Learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Children will explore, discover and investigate in our learning Landscape using a range of open ended resources, following their own interests and access adult led learning time. We believe that children learn best when they are engaged in real, hand on, exciting experiences. Adults facilitate, extend and challenge children's learning.

High Quality Texts

In the Early Years the topic driver allows for practitioners to plan high quality texts in to teaching and learning encouraging children to make connections across the breadth of the EYFS curriculum through the areas of learning. Carefully considered core books linked to high quality provision and resources allow for all children to experience a wide range of opportunities which enhance and build upon their knowledge, skills and understanding. Working as one EYFS unit we foster a holistic approach which allows for consistency and progression across the ages.

High quality chosen texts drive our EYFS curriculum alongside knowledge of our children and formative assessment information. Staff work collaboratively to share their knowledge of each child allowing unique child led lines of enquiry to emerge and lead the direction of learning. This allows adults to continually respond to emerging needs. Planning is communicated consistently and shared with all staff members ensuring all staff have an awareness of expectations and foci.

Family Group Projects

Research based evidence shows that children who are engaged in project work show a better command of creative tools and instruments later in life. The impact of collaborative approaches on learning is consistently positive (Education Endowment Foundation). During project work children easily proceed from exploration to representation which has a positive impact on their development. Children's vocabulary is expanded and contextualised whilst exposing children to new words which they might not come across in the curriculum. Project work is an innovative and well explored pedagogical method to learn about the world around them, widen their cultural capital and develop the way they express themselves. The entire system is designed to be connected and in relationship. Nothing is left to sit in isolation. Everything is alive and everything is connected.

Implementation of the EYFS principles.

Community and Parents

- Family Groups Leaders are the home school link and build the parental relationship.
- Parents are sent regular information about our exciting experiences.
- Regular communication about your child's learning and progress will be sent to you through Tapestry / Class Dojo.
- Class dojo allows parents a window in to the classroom through videos, photos and explanations (virtual floor book).
- Carefully planned transition enabling your child to confidently move onto their next part of their learning journey.
- Settling in sessions planned giving time for positive relationships to develop between staff and children and staff and parents.
- Home visits or phone calls for each child before they start at our nursery enabling those relationships to grow in an area parents and children feel secure.
 - Class dojo will be used to share whole school news and stories and individual class stories from learning throughout the day.
 - Class dojo will be used to demonstrate the daily lessons supplemented with videos and lesson demonstrations by the adults.

The Child's Voice

- Children's emerging interests board
- Planning which reflects the emerging needs and interests of children
- Adults asking children and enhancing provision in the moment
- Adults asking the children what they need to extend their learning
- Quality resources added to core provision to deepen learning and extend the play.

Professional Innovation

- Adults have to professional freedom to use children's interests to lead learning
- Adults adapt their teaching styles to meet the needs of the children
- Adults understand how young children learn and use this knowledge to support child development.

A Cohesive Curriculum

- Throughout the school day children will take part in whole class, small group and adult directed activities as well as having time to access the provision independently.
- The White Rose Hub is used to plan Maths ensuring there is clear progression of KSU.
- High quality texts are the driver to the curriculum
- Adults are responsive to children's emerging needs
- Children are read with weekly
- Phonics is taught daily.
- Outdoor learning gives children an opportunity to explore and engage with the curriculum and make link to the classroom learning.
- The Characteristics of Effective Learning are used to support observations and provision

Our Core Provision

Core provision is always available, identifiable and accessible.

- Progression according to our core provision list.
- High quality open ended resources are always available
- Books support learning in each area.
- Tidy up time supports children to become independent.
- Familiar and stable environment that supports children's independence and confidence in the room.

The Role of the adult

In our setting we have strong, experienced adults who play alongside, move learning on, identify next steps and model accurate, subject specific and relevant vocabulary.

- Adults leading play follow children's interests.
- Adults who will be interacting with the children to move learning forward. Every opportunity will be used to role model grammatically correct language and explain words. Adults who will be heard using the language of the C of EL.
- Adults who will be playing with the children in the provision in order to develop children's understanding of the potential learning the provision offers.
- A balance of adult led and child initiated
- Adults using their Ipads to record significant learning only.

- Adults have a strong knowledge of child development
- Adults understand how young children learn about the world they have only just entered.
- Adults use concrete resources to help them work in an abstract way.
- Adults model how we use resources and promote high expectations.
 - Adults will share learning and events on Class Dojo / Tapestry.
 - Adults will communicate effectively with team members, working together in a supportive manner.
 - Adults will share ideas during PPA sessions, communicating effectively and working in partnership.

The Family Group Leader Role

All adults in our setting are a Family Group Leader. Each child is assigned a Family Group Leader on entry to EYFS. The aim of the Family Group is for children to build relationships with both their group and their adult, develop PSED skills and feel part of a small family. Children will remain in their Family Group throughout their time in EYFS. The Family Group Leader will be responsible for registering their group of children, building relationships with parents, small group teaching, delivering aspects of the EYFS curriculum, listens to their children read, assessing children against the EYFS curriculum statements, delivering parents evening and writing personal comments in end of year reports. Each Family Group Leader receives one hour of PPA weekly.

Learning Environments

Our EYFS learning environments have well defined and thoughtfully positioned areas of provision which enable children to make links in their learning and offer a range of learning opportunities. We aim to create awe and wonder in the early years through the environment and its provocations. We want to create spaces that evoke a sense of calm, gone are the bright primary colours and are replaced by a neutral pallet and soft tones. The walls are used to celebrate the unique child and support and scaffold learning.

A Language Rich Environment

Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. We promote a language rich environment through the presence of books, modelling and developing the use of vocabulary in meaningful contexts, high quality adult interactions, speaking and listening activities, sustained shared thinking, supporting development of words in context (word aware) and the carefully planning of specific words (tier 1,2,3 words) linked to our core texts.

Assessment

We effectively use assessment for and of learning so that we can identify next steps for pupils on their journey to true mastery and depth. Throughout Nursery and Reception each child's knowledge, understanding and skills are assessed using the Development Matters Checkpoints (3-4 years and Reception).

- The statutory DFE Baseline assessments take place within 6 weeks of your child starting with us.
- We also complete our own holistic baseline of each child which comments on a child's ability in each area of learning. This forms a starting point for each child.
- We use assessment to inform our weekly planning following the observation cycle.
- Pupil Progress meetings are held termly and summative assessments are submitted on to O'track termly.
- Tapestry is used to document daily observations with notes, photos and / or videos.
- Shared conversations amongst the team allow for assessment information to be used effectively and efficiently to move learning forward.
- Parents are advised to contribute to their child's assessment information through adding photos, notes and videos to Class Dojo.
- Parents evening takes place twice a year.
- Stay and play sessions over the year are centred around the half termly curriculum focus.
- Parents invited in to share end of theme celebrations of learning.
- Parents receive an end of year report at the end of Reception which details whether their child has achieved a Good Level of Development and ELG in each area of learning.
- At the end of Reception we complete the Foundation Stage Profile, where we assess each child's achievements in all areas of learning. Checkpoints and the ELG's are used to assess against. Judgements are moderated throughout the year through in school moderation and BLP Trust moderation.

Mastery

Mastery learning which is well supported, deep, sustained and offers opportunities for challenge and consolidation.

- Timetabling that allow for sustained periods of learning where children can become engrossed without interruption.
- Opportunities where adults supporting the learning through the questions identified through the Characteristics of Effective Learning language.
- Adults who understand that in order for the children to demonstrate Mastery their focus must be on promoting the CofEL in order to be Masters children must be able to concentrate, make links, keep trying and have their own ideas.

Role of the EYFS Leader

- To lead the EYFS vision
- To create and update the EYFS policy
- To monitor, support and lead the EYFS team to deliver their vision
- To support colleagues in their planning, delivery and assessment of the subject
- To take responsibility for the auditing, organisation, purchase and deployment of central resources

- To keep self and other staff up-to-date with developments in xxx education by relevant reading, INSET and policy reviews/development
- To monitor and evaluate pupil attainment and progress
- To monitor and evaluate the quality of teaching and learning
- To liaise with appropriate bodies e.g. other subject leaders/schools, governors, the local authority etc. about matters relating to the EYFS.
- To report to the head teacher and/or governing body

All EYFS practitioners share responsibility for:

- Teaching
- Planning
- Assessing – as their key worker all practitioners have responsibility for compiling a group of children's profiles and writing ending of year reports.
- Maintaining and developing the provision
- Preparing and developing resources
- Working with parents – including parent's consultation
- Implementing the strategies outlined in this policy
- Being motivated and committed to their own CPD needs and that of others.

Monitoring of EYFS

Subject monitoring takes place regularly through a range of:

- sampling of planning at all levels
- learning walks
- lesson observations
- scrutiny of children's work
- examination of topic books and classroom environments
- analysis of assessment and tracking data
- pupil voice

Inclusion/SEND

We believe that all children, irrespective of background, race, gender and capability should have equal access to the curriculum. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Health & Safety

Safeguarding is paramount. All staff are CRB checked. All staff adhere to the schools Safeguarding Policy and the Welfare Requirements for FS. Children are taught how to handle and use tools and equipment with appropriate care and according to the rules and guidelines laid down. Staff, students, volunteers and parents are made aware of the need for the physical safety of the children (e.g. closing gates, safety on large equipment, health and safety guidelines). Equipment is checked on a daily basis for potential hazards. However it is recognised that children need

opportunities to learn from situations that present a challenge and to develop the skills to make their own risk assessment. Therefore we do not provide a totally risk free environment.

Staff are not permitted to use their mobile phone within the setting when children are present. When adults are working with children all mobile phones must be in closed, preferably locked cupboards. Staff can make personal calls at lunch time or this can be arranged in a closed room in special / emergency circumstances. Staff must not use the school landline to make personal calls, unless it is a special circumstance which has been agreed with SLT. Staff must not take photos or videos of children on their phones and must only use the schools camera's and tablets to do this as an assessment record keeping strategy.

Parents are encouraged not to use their mobile phones in the setting. Parents must not take photos of other children except their own in the setting. Any concerns should be communicated with the FS leaders.

There have been some minor changes to the safeguarding and welfare section of the Statutory EYFS Framework 2021, including a need to “promote the good health of children”, including oral health. In practice, this means teaching children about healthy eating habits and the importance of brushing your teeth – however practitioners will not need to supervise toothbrushing or assess children's oral health.

*Please refer to the schools Health and Safety and Safeguarding policy for further guidance. Our school policy for visits and excursions will be adhered to for all trips, a copy of which can be found on our website. This is supplemented by Leeds City Council guidance concerning Educational Visits.

Transition

We recognise that starting school and moving up classes has the potential to be a worrying time for both children and parents. To this end we have established a strong procedure for transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenges of each year group.

We hold ‘stay and play sessions’ in the half term before the children start school either in Nursery or Reception, to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child. In Nursery all parents offered a home visit prior to their child starting school and in reception all children who did not attend the Nursery are also visited. This gives children the security of meeting with their teachers in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child.

At the end of reception children have the opportunity to meet with their new teachers in their new classrooms prior to starting Year one. At the end of each school year teachers have the opportunity to share their knowledge of each child's knowledge, understanding and achievements, including end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

EYFS Appendix 1: The CofEL and The EYFS Curriculum Early Learning Goals (ELGs)

Playing and exploring	Active learning	Creating and thinking critically
<ul style="list-style-type: none"> ● Finding out and exploring ● Playing with what they know ● Be willing to 'have a go' 	<ul style="list-style-type: none"> ● Being involved and concentrating ● Keeping trying ● Enjoying and achieving what they set out to do 	<ul style="list-style-type: none"> ● Having their own ideas ● Making links ● Choosing ways to do things

Areas of Learning and Development (Revised 2021)		
Prime areas	Communication and language	Listening and attention and understanding
		Speaking
	Personal, social and emotional development	Building relationships
		Self regulation
		Managing self
	Physical development	Gross Motor Skills
Fine Motor Skills		
Specific areas	Maths	Number
		Numerical patterns
	Literacy	Word Reading
		Writing
		Comprehension
	Expressive arts and design	Creating with materials
		Being imaginative and expressive
	Understanding the world	Past and Present
		People, culture and communities
		The Natural World

