

Early Years Foundation Stage Policy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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Version	Date	Author	Summary of Changes:
1.0	June 2020	EMA	New Trust template policy.

EYFS Policy

Aims of the Early Years Foundation Stage

The Early Years Foundation Stage framework underpins all future learning by supporting, fostering, promoting and developing a child's

- Personal, social and emotional well-being
- Positive attitudes and dispositions towards their learning
- Social skills
- Attention skills and persistence
- Language and communication
- Reading and writing development
- Mathematics skills
- Knowledge and understanding of the world
- Physical development
- Creative development

When delivering the EYFS framework at Kestrel Mead Primary Academy, we continuously reflect on the ways in which children learn and we evaluate our practice by asking ourselves these vital questions (based on the 'Three Characteristics of Effective Learning')

Playing and Exploring – does our provision allow children to investigate and experience things, and 'have a go'?

Learning Actively – does our provision support children to concentrate, keep on trying if they encounter difficulties, and enjoy achievements?

Creating and Thinking Critically – does our provision enable children to have and develop their own ideas, make links between ideas, and develop strategies for doing things?

“Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.”

OFSTED – 2019

An Enabling Environment

Our indoor and outdoor environments support children to be fully engaged in purposeful play of their own choice and interest. We offer children many broad and varied learning opportunities within an enriching environment. Our classrooms promote curiosity and our children are encouraged to follow their interests, have their own ideas and independently access the resources available.

Continuous Provision

In our EYFS classrooms, the children initiate their own learning and adults join and support them in their pursuits. In order to support genuine choice, we have a self-selection environment setup in each classroom. The resources are available and accessible to the children at all times and this is our continuous provision. When planning and resources our areas we ensure they will continue the provision for learning even in the absence of an adult. This set-up does not really change to ensure we provide children with a sense of stability. Children can rely on resources always being there, which in turn builds confidence and independence. However, we do of course reflect and review all areas and if we feel it needs altering to boost engagement then we will adapt where necessary.

The areas are clear, stocked and tidy at the start of the day: the tables and carpet areas are free of equipment but the resources are available next to these areas. For example, the unit (right) contains *levelled** resources for sand and water. It is placed near the sand and water trays and the children can choose whether or not to go to this area and what to use if they do go there.



**range of carefully selected resources which build skills and offer challenge/support to all abilities from emerging to exceeding.*

The areas within our indoor continuous provision are: Role-Play, Sand, Water, Malleable, Small-World, Construction, Loose Parts, Creative and Reading. Children experience maths and writing in almost all areas of the indoor classroom and we ensure that there is equipment in all areas to facilitate these. Because the children select and access resources themselves, they know where they are from and they know where to put them back when they have finished using them or at the end of the session.

Enhancements

In addition to our continuous provision, teachers plan weekly skill-based enhancements. Enhancements are a series of activities and/or additional resources which are added to the continuous provision. They are based on children's interests and curiosity and they may also link to adult-inputs, current topics or themes. Careful consideration is given to engagement levels when planning these enhancements. They must enable adults to scaffold learning when working directly with children, whilst also ensuring that learning can continue independently in the absence of an adult.



For example, this enhancement (left) consisted of additional resources such as peelers, gloves and carrots - it provided children with the opportunity to build their fine-motor skills independently and/or with adult support.

The Outdoor Environment

As with the indoor area, the outdoor area allows for learning in all areas of development, but the two areas do not mirror each other. Our outdoors offers different opportunities such as larger scale sand and water play, a mud kitchen, deconstructed role-play resources and loose-parts. There are opportunities for risk with climbing equipment, PE resources



and large-scale construction for children to set up. Woodwork with real tools such as, hammers and saws and two-wheeler balance bikes and scooters are also available.



Focus Children & Objective-led Planning

Our most valuable resources are our adults. The adults teach through skilled observation and interaction. Adults are trained so that they can spot a 'teachable moment' while the children are playing, they know the children very well and have a solid understanding of child development. Generally, the adults go to the children. The children become engaged in activities of their choice, adults observe carefully and join them, when appropriate. They teach through modelling, questioning, offering vocabulary or resources, explaining or encouraging and in this way, if a child encounters a challenge, they will not give up. Rather they will feel supported to persevere and move forward in their learning.

Each week, adults work closely with their weekly focus children to ensure progress is monitored and next steps are met. Teachers and support staff are assigned four focus children a week, this equates to children becoming a focus every three - four weeks. During a focus week, adults use objective-led planning to ensure interactions build on previous assessments. They steer open-ended play to support children to meet their individual next steps and targets. When adults play alongside children there is a much higher level of engagement and therefore accelerated progress is often made.

A selection of these interactions and experiences are recorded on Tapestry, an electronic Learning Journey, and shared with parents/carers. Parents/carers are also encouraged to upload experiences from home as these are used to support the school's level of knowledge and understanding around a child's development and abilities.