



Greenhill Academy

Policy for Early Years Foundation



October 2022

Rationale

At Greenhill Academy we aim to ensure that all children receive high quality provision which is language rich, multi-sensory and engaging, it provides first-hand learning experiences and develops confident, independent learners who can communicate their knowledge. The education all children receive at Greenhill is broad, balanced and inclusive; it builds on the experiences they bring with them and relates new learning directly to their life.

The children in the Early Years receive a curriculum which teaches social interaction skills, develops language through interaction, conversation and adult role models, provides high quality continuous provision, follows the children's interests, encourages independent learners and is carefully matched to their starting points.

At the end of the Early Years Foundation Stage we aim to have developed children who are confident to make positive relationships with their peers, able to communicate their own interests, wants and needs clearly to others, enthusiastic, independent and inquisitive learners who ask questions and want to find out more about the world around them.

This policy sets out the criteria for teaching in the Foundation Stage and should be used in conjunction with the policy for Teaching and Learning.

Intent:

- To ensure that all our children achieve their full potential.
- To provide a stimulating learning environment incorporating first-hand learning experiences and opportunities for exploration and investigation.
- To use the EYFS Framework 2020 to inform planning and provision based on the Greenhill children's needs and experiences.
- To ensure that all our teaching is purposeful, challenging and stimulating.
- To provide an education which ensures that children are expected to achieve at least a good level of development from entry into Pre-School and Nursery to the end of Reception.
- To be progressive in all aspects of the curriculum - in each year group and throughout the EYFS; developing vocabulary, language structures, understanding, skills and knowledge.
- To develop children's skill sets in the seven areas of learning so that they can confidently apply them in all curriculum learning and life beyond school.
- To provide children with the knowledge, skills and understanding they need in order to be ready for the next stage in their education, Year 1.
- To be inclusive, ensuring all children achieve their full potential and are supported to fulfil their ambitions.

- To provide learning environments which all our children have equal access to appropriate resources and are making at least good progress.
- To develop children with the skills to become independent, lifelong learners and effective communicators.
- To develop resilience, tolerance, empathy and optimism through British Values.
- To promote healthy lifestyles through promoting physical health and a positive emotional and mental well-being.

Implementation:

- Plan effective, differentiated lessons that meet the children's needs regardless of SEN, gender, disability or race using the Statutory Framework for the Early Years Foundation Stage and the Development Matters progression of skills and knowledge.
- Reading underpins the entire Curriculum. Children develop a love of reading by interacting with high quality texts through stories shared twice daily including books of interest and core books, daily English lessons in Reception, family group activities in Pre-School and Nursery, supporting texts in classroom provision. In line with our phonics scheme children in Nursery read Phase 1 texts with an adult in groups of six weekly. In Reception children read three times a week with an adult, each read has a specific focus (decoding, prosody and comprehension). High quality texts are used to provide cross-curricular links in Foundation subjects. Across the year groups children take home a book for pleasure to share with grown-ups at home.
- English and Maths are explicitly planned for throughout the curriculum in order to use and apply basic skills and concepts across the curriculum. In Reception daily English and Maths lessons take place.
- Use a variety of teaching and learning styles to engage all children.
- Use support staff effectively through targeting children (in family groups, at social snack times to develop social skills and language, during child-initiated learning times to develop specific skills, during whole class learning times or in identified target time to develop identified targets and skills), and using home language/ English where appropriate to check comprehension or the child's knowledge.
- Use rewards consistently to motivate children and celebrate achievement (in line with our rewards/behaviour policy).
- Provide a supportive learning environment where all children can achieve and make at least good progress in all areas of their learning.
- The delivery of our curriculum is through quality first teaching by teachers with a secure subject knowledge, who draw on a range of teaching strategies and resources such as:
 - Interactive learning environments
 - Use of high- quality texts
 - Stunning Starts/ Knowledge Harvests (activating prior knowledge)/ Fantastic Finishes
 - Deliver a maths curriculum that embeds mathematical thinking and talk using appropriate methods
 - The use of technology
 - Explicit teaching of reading skills and strategies- phonics, group reading and modelling of vocabulary and language structures

- Language development through use of Communication in Print in the continuous provision and key vocabulary taught explicitly, Word Aware strategies and Progression in Language Structures used consistently.
- Use of the drama toolkit
- In Reception English lessons follow a planned structure and part of that allows the children to complete learning activities independently to demonstrate their understanding of stories, phonological knowledge and skills previously taught.
- The continuous provision in classrooms, corridor and outdoors supports and challenges children to access the curriculum at their own level.
- Differentiation
- Connectivity & transferable skills
- Timely and highly specific interventions- where relevant
- Practical Home learning for families to complete together
- Use assessment to inform planning, gaps in knowledge or learning, next steps and monitor and review children's progress, including the termly use of the Development Matters framework to assess the children's skills in all PRIME and SPECIFIC AREAS of the curriculum.
- Children's learning is evidenced through the use of Learning Journals in line with the Learning Journey policy. Reception also have a Maths floor book and English learning book.
- Ensure that all EYFS staff are included in the assessment and monitoring of children using the Development Matters guidelines.
- Ensure that all parents are included and consulted in the development of the child's Learning Journey throughout the Foundation Stage, to develop a full, rounded picture of each child and their knowledge in and out of school.
- Use both the indoor and outdoor classroom to provide learning opportunities for children in all curriculum areas.
- Support and celebrate the use of Mother Tongue/Home Language in the learning environment and assessments to ensure all children can 'show off' their developing and consolidated skills and knowledge in the way in which they feel most comfortable and confident.

Impact:

The Early Years Foundation Stage is a crucial part of starting children off on a road to lifelong learning, our policy will result in children who are confident, independent and enthusiastic learners who can start to apply acquired skills to learning throughout their life and are ready for the next stage of their education.

As a result of high-quality teaching ...

- Children will receive a curriculum which is well matched to their age, ability, interest, aptitude, background and individual need.
- The majority of pupils develop age related skills, knowledge and understanding in all subjects ready for the next phase in their learning (Year 1 readiness).
- All children will make at least GOOD progress from their starting points.
- Our curriculum develops our children to be pro-active thinkers, confident communicators and resilient in all areas of their life.
- Children are thoughtful, considerate members of the community, ambitious and advocates of their own learning.
- Children have a love of learning and are self-motivated.