

## East Park Academy – EYFS policy

*At East Park Academy we believe that the key aim of our EYFS is to provide every child with the best start to their school life. We aim to provide our youngest children with the skills to become a happy, independent and curious life-long learner. As part of our role in becoming a Language First Centre of Excellence we also aim to provide best practice in language development throughout Little Parkers, Nursery and Reception.*

### Our Aims

Through our EYFS practice, we aim to:

- Provide a secure, safe and happy learning environment
- Provide a secure foundation for learning and childhood development
- Have provision that provides a high level of engagement
- Plan learning and development opportunities which are planned around the needs and interest of each individual child
- Incorporate the key characteristics of effective learning: playing and exploring, active learning and creating and thinking critically
- Create a strong partnership between school and home
- Provide all children with equality of opportunity
- Promote teaching and learning that ensures 'Year 1 readiness'

### Principles

The principles that underpin our EYFS approach at East Park Academy are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which there is a strong partnership between practitioners and parents
- Children **learn and develop in different ways and at different rates**

### Our EYFS structure

At East Park Academy our EYFS consists of a 90 place Reception and a 40 place morning nursery and a 40 place afternoon nursery. In January 2019 we launched our 30 hour provision through the setting up of Little Parkers.

### Our EYFS pedagogy

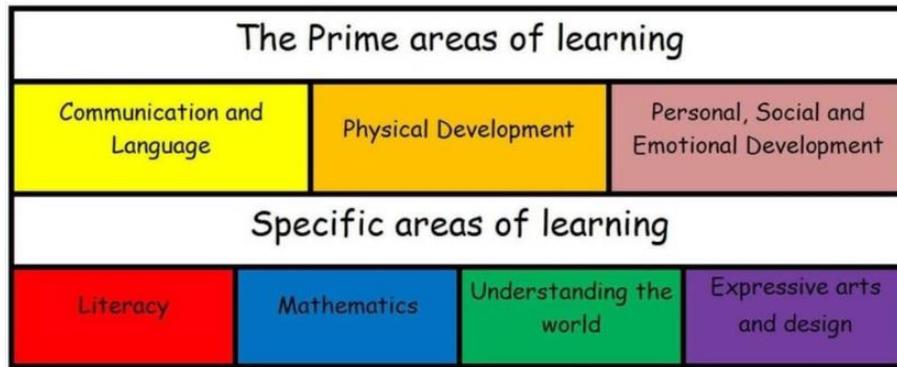
At East Park the children are at the heart of everything we do. Our timetable consists of elements of daily direct teaching of basic skills including phonics, writing and maths, alongside extended sessions of continuous provision. We believe in the importance of children following their own interests and leading their own learning through accessing our enabling indoor and outdoor environment. Our highly skilled adults, both teachers and support staff, observe and identify teachable moments that can take place as children access our high quality provision.

### Little Parkers

Little Parkers runs alongside our nursery provision with a learning environment that includes an investigation area, a chill out zone and a space for children to prepare and eat their own healthy snacks each session. A variety of themes are planned for each half term so that children can join in with a range of exciting adult-led learning opportunities. So far, themes have included healthy eating, Chinese New Year and the book 'The tiger who came to tea.' Children also have the opportunity to follow their own interests and to lead their own learning through accessing our high quality provision. At the end of each half term, parents are invited to come and spend time in Little Parkers with their children to share all of the fantastic learning that has taken place.

### Our curriculum

Our Little Parkers, Nursery and Reception setting follow the curriculum as outlined in the 2017 statutory framework of the EYFS. This framework includes 7 areas of learning and development that are equally important and all inter-connected:



We also use the non-statutory Development Matters document to support our teachers in making summative judgements and identifying next steps for our children to deepen, challenge and extend their learning. Our EYFS teachers plan weekly direct teaching of phonics, writing and maths and a series of challenges that are placed throughout both indoor and outdoor provision. Staff plan experiences that will enable children to develop and learn effectively and take into account the individual needs, interests and developmental stage of each child.

#### Our learning environment

Our Little Parkers, Nursery and Reception classrooms consist of a range of interest centres including a role play area, sand and water play, a reading area, construction area and a small world area. Resources are always available to the children and are organised so that children can access them independently throughout each day. Children have the choice of where they choose to learn. Nursery and Reception share an outdoor area that consists of six learning zones. Each week challenges are placed throughout the provision to support children in developing their skills and to increase their levels of engagement. Our three Reception classes also share a focused teaching corridor that is used for small group direct teaching.

#### Role of the adult

Our Reception, Nursery and Little Parkers team consists of experienced teachers and support staff who are skilled in Early Years teaching. Our aim is that it is hard to distinguish between teacher and support staff in our setting with everyone working towards the same goal: that every child achieves their full potential through learning through play. During continuous provision all of our adults, both teachers and teaching assistants will be observing, interacting, assessing children and finding opportunities to 'teach in the moment' by:

- Communicating and modelling language
- Showing
- Explaining

- Demonstrating
- Exploring ideas
- Encouraging
- Questioning
- Recalling
- Providing a narrative
- Facilitating and setting challenges
- Using sustained shared thinking

All adults also lead 'Direct teaching' sessions in phonics, writing and maths.

### Assessment and recording

At East Park Academy ongoing assessment is an integral part of the learning and development processes. Our staff observe pupils and record observations using 2Build-a-profile. Observations and physical evidence are collated in a child's individual Learning Journey. Both teachers and support staff contribute to this on a daily basis. At East Park we use O-track to record our baseline data and subsequent summative data at the end of each half term. Internal moderation takes place each half term and external moderation with our partner MAT schools takes place regularly during network meetings and whole school moderation events. Target pupils are identified following each summative assessment data point and interventions are planned accordingly.

At the end of EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels ('emerging')

If a child achieves the Early Learning Goal in all the strands included within Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics they will achieve a Good Level of Development (GLD). EYFS Profile results are reported to Wolverhampton Local Authority and each year a selection of schools are identified for external moderation.

## Parental involvement

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Each child is assigned a key worker who helps to ensure that their learning and care is tailored to meet their needs.

Parents and/or carers are kept up to date with their child's progress and development through termly parents evenings and open mornings. We also ask parents to contribute to their child's learning journey on a weekly basis. In addition, in Nursery and in the Autumn term in Reception we use a focus pupil approach in which parents are asked to contribute an information page all about their child's interests at home. This information is gathered ahead of the week in which their child will be a 'focus' and will have a focused observation in all areas of learning.

## Transition

Prior to the Autumn term starting, home visits are made to all of our new nursery children and any new starters joining us in Reception. Members of our pastoral team also attend this visit, along with our Early Years staff, to ensure a holistic approach at the very start to their time at East Park. If a child currently attends an alternative nursery or pre-school, our Phase leader will also complete a visit to see the child in this setting and to meet with their key worker.

At the end of the Reception year, practitioners liaise closely with our Year 1 staff to ensure a smooth transition through accurate sharing of pupil information and an adaptation to the Year 1 timetable at the start of the academic year.

## Statutory policies and procedures

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identify of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy

Procedure for dealing with concerns and complaints	See complaints policy
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