



# Oasis Academy Don Valley

## Early Year Foundation Stage

Date: September 2024 (V10)



*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.*

**Statutory Framework for the Early Years foundation stage March 2021**

**The aims of this policy are:**

- To ensure that the Academy fully complies with the requirements of the DfE Statutory framework for the early years foundation stage, setting the standards for learning, development and care for children from birth to five (end of reception year), September, 2021
- To provide an exceptional education promoting teaching and learning to ensure children’s ‘school readiness’ and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life

**Our Intent**

In our Early Years Foundation Stage (EYFS), we provide a secure learning environment and engaging curriculum for 2–5-year-olds. We build warm and caring relationships, encourage the children’s creativity, and develop their independence. We have high expectations, and we believe in providing children with first hand experiences, which empower them to be actively involved in their own learning in a meaningful way. Our statement of intent also includes the OCL three C’s: Character, Competence and Community. The EYFS provides children with their first experiences of understanding who they are and their place in the world. These are carefully mapped out throughout the year, ensuring that children are exposed to different elements of doing so, e.g., our place in our world, where we live, where we are in the world and how others live around our world. With this, children begin to understand their own feelings and emotions and are able to accept responsibility for their actions. Our children learn in a variety of ways, both indoors and outdoors, covering all areas of the Early Years framework. Their learning takes place through structured lessons, adult led group learning, independent learning opportunities and access to child led continuous provision.

Our curriculum is underpinned with a strong emphasis on developing and valuing every child who enters our doors – which, in turn means we can ensure that no child is left behind and everyone achieves their fullest potential. To ensure all children achieve this, EYFS staff map out essential and potential themes and key skills, carefully plan the environment and ensure it is purposeful, as well as developing targeted assessment. Our curriculum has a prominent importance in the communication and language part thread throughout our bespoke OADV EYFS curriculum; This area of learning is crucial to support our children to be able to access the curriculum and reach their full potential. Through quality interactions and high-level questioning, children are encouraged to use their language to talk about what we are learning and interact with others. This supports

our children as some of our children enter our EYFS with none or a low level of English. We provide a range of interventions to support children, and these are designed to rapidly develop and promote language and vocabulary.

Our EYFS are very much part of the whole Academy community, taking part in all events, assemblies, rewards and celebrations. We support all of our children to do the best that they can whilst in our EYFS, providing them with opportunities and experiences that excite and inspire them, building the fundamentals for their educational journey. We drive to achieve consistently good levels of development (GLD) and this results in an extremely successful transition into year 1.

### Staffing 2022-2023

EARLY YEARS LEADER: Miss E De Sousa, National Lead Practitioner for EYFS across OCL (QTS, NPQML, NPQEYL)		
Nursery	Reception – Donaldson	Reception – Ahlberg
Miss A Choudhury – Nursery lead Teacher (QTS)  TAs – Mrs S Fox-Hammonds (Level 2) Supply TA	Mrs J Ismael (QTS)  TA – Ms A Bibi (Level 3)	Mrs A Harley-Mason – Class Teacher (QTS)  TA – Miss L Thompson (Level 2, trainee teacher)
<b>KEY PERSON</b>		
Their role is to help ensure that every child’s care is tailored to meet their individual needs		
In nursery the children have a key person, parents are informed of who this is and this is displayed in nursery.	In reception the key person for all the children are the class teachers	
<b>Support Staff</b>		
Mrs S Khan – HLTA Ms N Zabaleta - HLTA Miss A Khan - HLTA		
Staff are subject to change and are present on different days At times, the EYFS may have different staff from across the academy supporting, visiting volunteers, student teachers and teaching assistant students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year.		

## STAFFING RATIOS

Age of children	Staffing ratio	Qualification of staff
2 year olds	At least 1 member of staff for every 4 children 1:4	<ul style="list-style-type: none"> <li>1 member of staff holding a level 3 qualification</li> <li>Half if other staff holding level 2 qualification</li> </ul>
3 year olds and over	At least 1 member of staff for every 13 children 1:13	<ul style="list-style-type: none"> <li>1 member of staff with qualified teacher status (QTS) or early years professional status (EYPS)</li> <li>At least one other member of staff holding level 3</li> </ul>
Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to <b>30 pupils</b> per school teacher (QTS, EYPS) 1:30		

The EYFS is based upon four principles;

**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 their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

**Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Here at Oasis Academy Don Valley we meet the EYFS requirements for learning and development and for safeguarding children and promoting their welfare. We use the Early Years Foundation Profile as a guide to ensure all children receive the care and education they deserve, [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97222/early-years-foundation-profile-2017.pdf) (September, 2021).

The learning and development requirements cover:

- The **areas of learning and development** which must shape activities and experiences (educational programmes) for children in all early years settings
- The **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- Assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

- The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare

## THE AREAS OF LEARNING AND DEVELOPMENT

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

### Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's competence development in speaking and listening and attention focuses on ensuring this develops rapidly. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions, singing songs together and circle times. All children in our Early Years participate in an ESCAL assessment. This assesses their vocabulary understanding, sentence structure and listening. After they have been assessed staff can provide suitable activities to support their development further.

### Personal, Social and Emotional Development (PSE)

Our Academy believes strongly in the importance of a strong link between home, Academy, children's centres and places of worship in order to make links stronger for the good of the community as a whole. Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves, as well as problem solving and regulating their emotions. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are encouraged to become confident and develop a positive self-image. All children within the EYFS are part of Jigsaw PSHE weekly sessions to support this development; this is in the form of circle times. This year, the DfE have introduced a particular aspect into the Development Matters; Self-Regulation. This is when the children begin to understand how to regulate their emotions and match their actions to those emotions. By the end of reception, children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want

and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions, [early years foundation stage profile, 2022](#).

### Academy Behaviour policy links with PSE

This prime area of learning is significantly important when upholding the Academy's behaviour for learning policy as young nursery and reception children are still learning how to work with and get along with each other, and are finding out what's acceptable, and a positive behaviour, and what's not.

The aim of Oasis Academy Don Valley is for every member of our community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. Our behaviour for learning policy is therefore designed to support the way in which all members of the Academy can live and work together in a supportive way.

It aims to promote an environment where all feel happy, safe and secure (see full policy, OADV Behaviour for Learning policy September 2022) For this reason we aim to:

- Ensure appropriate behaviour throughout the Academy
- Encourage and praise best efforts in both learning and behaviour.
- Ensure a whole Academy approach to discipline and treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the Academy values, and habitudes, and that each class has a visual representation clearly displayed
- Ensure that children are aware of the Oasis Community Learning Habitudes, and understand what each habitude means
- Ensure that all parents are informed and are aware of the Academy's disciplinary procedures
- Prevent bullying
- Provide a system of rewards to encourage good behaviour
- Provide a stepped approach to sanctions which are clear and known to all • Promote self-discipline and self-control

Discipline operates in the first instance through reward, praise, stickers and certificates. These procedures promote a child's confidence and self-esteem. Discipline lies mainly in the hands of the class teacher who will usually deal with problems on the spot. Minor matters will normally be dealt with by expression of acceptable learning choices; children will be reminded of the Don Valley way.

If repeated patterns of behaviour are noticed, the EYFS team will work closely with the EYFS leader and

Pastoral Manager, when appropriate, who will monitor the impact of the behaviour system. The Pastoral Manager will provide support and guidance to all staff when required and will liaise with outside agencies when additional support is deemed necessary. The special educational needs co-ordinator (SENco) may also be involved to support creating a personalised learning programme that meets the specific needs of the child. Throughout all this, parents will keep informed and by working together positive progress will be made.

### Physical Development

Children are provided with opportunities to develop their physical abilities, as this is a key part of writing when they are ready to hold a pencil and form marks. Every day, children across EYFS participate in 'Dough Disco'; this is a programme that helps children develop their fine motor by squeezing playdough to music.

Children also take part in 'Wriggle Dance'; this involves developing the fine and gross motor skills to support writing. Children will use flappers to do actions that cover a range of skills to support their physical development. Children are supported in groups and individually to develop their handwriting throughout Reception. It is important that they have the motor skills before they start to form letters.

They are encouraged to develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources.

Children are encouraged to develop their self-care, from using the toilet independently to dressing themselves. In Reception children change for P.E. They are supported to change but encouraged to try independently first.

Other opportunities for developing their physical ability are provided within the provision, both indoors and outdoors, including the use of bikes, climbing frames and threading activities.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### Literacy

In the EYFS, Literacy is broken down into three sections, Comprehension, Word Reading and Writing.

Everyday all EYFS children are involved in a literacy input, which may include a focus story or it may link to the topic. We follow The Write Stuff approach, and it is used across the EYFS, and the academy, which allows children to learn a range of stories using 'lenses' and learning new and key vocabulary. Within Reception, children will start to develop their mark making into forming letters. This links a lot with the Physical Development, as mentioned above.

During this process the children are given different strategies to support their writing, which include Grandma Fantastic - who delivers key vocabulary linked to different lenses: for example, if we are using the feelings lens whilst we discuss a character from a story, then the vocabulary will be tailored to that lens and character, and from there the development of the children's writing. As part of the development of the OCL curriculum, we take part in 'essential weeks', where two weeks of topics, to ensure children are provided with lots of experiences, is provided. Throughout the rest of the year, the teachers plan the curriculum to ensure the continuity of development and understanding of the topic.

All children hear stories on a daily basis. Reception children have an ERIC session everyday where they learn strategies to support their reading – e.g. inferring, retrieving, predicting. During these sessions, each child will be heard as they read at least twice a week. Reception children are all able to take a reading book home, which is changed on a weekly basis. The reading books are from the Project X scheme and link to the Phonics that is taught in class.

There are a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently and also take part in teacher led activities. The pre-writing work encourages correct pencil control, left/right orientation and correct letter formation.

By the end of reception, the age related expectation is:

**Comprehension:** children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate key events in stories. Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Word Reading:** children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.

## Mathematics

Our Academy's aim is for all children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through foundation rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measures. Children learning to tell the time and are given opportunities to learn about money and calculations such as adding, subtraction, doubling, halving and sharing. Maths is delivered through the OCL curriculum which has



incorporated the use of resources from Maths Mastery, White Rose Maths and Numberblocks. Using these resources ensures that the children have multiple ways to understand key concepts of mathematics, and providing them with the best way of doing so.

By the end of reception, the age-related expectation is:

**Numbers:** children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5 and automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns:** children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are given opportunities to develop computing skills to research and learn about the world, including past and present and the community.

### Expressive arts and design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Specific skills are taught, and provision set up to enable children to be creative and apply these skills, for example colour recognition, mixing paints, sorting, matching and using different tools. Children are given the opportunity to participate in Academy productions, assemblies and events.

In planning and guiding children's activities, staff must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## OUTDOOR LEARNING

Our Academy has two EYFS outside learning spaces which children have access to each day. The outside area is an outdoor learning space and there are a variety of resources available to facilitate learning. In this area EYFS staff provide planned activities and challenges for children as well as giving opportunities for them to make their own choices. All staff will model, interact, question and challenge children when learning in the outdoors as they do when learning in the classrooms. Staff will provide provocations to stimulate and extend their learning.

Children have access to bikes and a climbing frame in the larger playground. There are also opportunities to visit the Academy's Edible Garden, this may be during outdoor learning time or at other times of the day.

Parents are advised to dress their child appropriately, so the child can access outside learning at all times throughout the year. Relevant risk assessments are in place for the outside areas. All staff will be involved in assessing risk and will collaborate to develop risk assessments for key areas within the foundation stage.

## ASSESSMENT ARRANGEMENTS

As each child enters the Foundation Stage, observations and assessments are used to assess if a child is 'on track' or working 'off track' within the seven areas of learning. By the first half term of the child starting, a baseline assessment of each child will have been completed and this will inform planning and target setting. We also complete the Government mandated Reception Baseline Assessment which is administered to every child within 6 weeks of the child starting reception. A letter with more information will be sent to parents and guardians to inform them about the baseline.

As the year progresses, children are monitored on their development and progress, through a range of observations, focused activities and independent choosing. Children's progress is tracked using a safe online electronic system called EazMag. We have high expectations of all learners.

## Early Learning Goals

At the end of the reception year children will be assessed against the EYFS early learning goals, stating whether they are ON TRACK or NOT ON TRACK for each area of the curriculum. Children who are on track by the end of the year show a good level of development (GLD) This is specifically in personal, social and emotional development, physical development, communication and language, literacy and mathematics.

## Expected standards for Foundation stage:

Children are assessed throughout the year to check on their progress and plan their next steps.

Within Development Matters there are assessment checkpoints based on age bands. These can be found below:

### SPECIAL EDUCATION NEEDS

Care is taken to assess the needs of each child from their first entry into the Academy, home and transitional visits are arranged as early as possible to the setting to ensure the children settle as quickly as possible. Should a child have any special need the parent will be informed at an early stage. Group and individual support is provided within the Academy where possible. The Academy has links with various agencies and, when necessary, their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting the Academy to support their child (see SEND policy for full information).

### CHALLENGE IN THE EARLY YEARS

In Nursery challenge boards are displayed in different areas of the provision. These challenge boards give children an opportunity to see the challenges they can participate in. Children are encouraged to complete these challenges. When they complete a challenge, children will receive a Champion Point on the interactive Class Charts. During the final term, the 4 year olds in Nursery are introduced to Challenge Checkers.

In Reception, challenge boards are displayed with challenges for the different areas of learning. These are changed regularly and are influenced by the children's interests. Each child has a Challenge Checker. This is where they receive a stamp if they complete a challenge, and the children are responsible for getting it stamped when they complete a challenge. Children are encouraged to do this independently – the children choose a challenge within the provision and then complete it; they are then in charge of their learning by bringing their challenge checker to the adults within their classes. Every time a child completes their challenge checker for the week it is celebrated, and they receive Champion Points on the interactive Class Charts board.

In the Early Years, challenge is promoted to encourage children to apply their learning to different situations. Challenge supports independent learning and high expectations.

### HOME LEARNING

On a Friday, activities are sent home for children to complete with a grown up. These are linked to the topic and involve different skills. Some examples of activities sent home include letter/number formation, name writing, drawing, counting, ordering and communication. These are due back the following Thursday.

Reception children receive a yellow homework book. Their homework is put in their book bag every Friday and should be returned the following Thursday. Once children have received their Horizons iPad, homework will also be set on Purple Mash for them to complete. This can be found in their '2do' section on Purple Mash. Children who complete all homework will receive a special 'Homework Hero' certificate in Pride Assembly. They also receive a Homework Menu at the start of every half term, which includes activities to do throughout the half term. Knowledge Organisers are included every half term; before the children receive their iPads this will be a paper copy, afterwards this will be present via Microsoft Teams. This gives an overview of the topic being covered and allows families to refer to this at home in order to support their learning.

Nursery children receive a scrapbook that they can take home. Within this book, the half termly Knowledge Organiser is included as well as the Homework Menu. Children are encouraged to add things of interest to this book to bring in and share with their peers and teachers. Nursery children will also receive Purple Mash log ins to use on a device at home. Activities will be set on here for children to complete.

## NURSERY

Children can start Nursery from the age of two. In Nursery a rich curriculum is provided and Oasis Academy Don Valley routines are promoted. This is to support them to be 'school-ready' when they leave Nursery at the age of 4. Learning is supported by the new Early Years Framework. Children participate in activities that develop Maths and Literacy skills alongside other skills such as listening, speaking and understanding. Nursery is split into two sessions, a morning and an afternoon group. Each session can have up to 26 children. During each session, children will participate in registration, Phonics, Maths and outdoor activities. Every term Nursery run an open session, Stay and play (please see Table 1). Each child will be allocated a keyworker that is displayed in the classroom. The keyworker is the member of staff who the parent should communicate with in the first instance. The keyworker's responsibilities include working with their key children every week on a focus activity, supporting them with their weekly targets and letting parents know any information. The Nursery class are integrated into the academy and join in with Pride Assembly and other special events held each year.

## THE ACADEMY DAY

Nursery	Reception
<p>The Academy gates open at 8.20am Nursery doors open at 8.25am</p> <p>Children are encouraged to come and sit on the carpet ready to start their learning.</p> <p>A member of staff supervises the entrances to ensure that the children cannot leave the building without supervision</p> <p>Other members of staff are available within the nursery to supervise the children and take short messages from parents</p> <p>Morning sessions finish at 11.30am</p>	<p>The Academy gates open at 8.20am Reception doors open at 8.25am</p> <p>A member of staff supervises the entrances to ensure that the children cannot leave the building without supervision</p> <p>Other members of staff are available within the reception to supervise the children and take short messages from parents</p> <p>Children come into the classroom and start to get busy with their daily jobs straight away.</p>
<p><b>Any child arriving after 8.35am are late and will need to enter the Academy through the main entrance</b></p> <p>Punctuality is vital as lateness can quickly affect learning time - being late 10 minutes a day for one week is 50 minutes of lost learning!</p>	
<p>The nursery gate opens at 12.15pm Nursery doors open at 12.15pm</p> <p>Children are encouraged to come and sit on the carpet ready to start their learning.</p> <p>A member of staff supervises the entrances to ensure that the children cannot leave the building without supervision</p> <p>Other members of staff are available within the nursery to supervise the children and take short messages from parents</p> <p>Afternoon sessions finish at 3.15pm</p>	<p>Dinnertime is 11.45-12.20pm</p> <p><b><u>We are a family dining Academy and all children have a hot meal provided by us – this is part of the Universal Free School Meals where children up until year 2 have a free school meal.</u></b></p> <p>The Academy Day finishes at 3.00pm</p>

### Attendance and punctuality

We believe that outstanding attendance is vital for all children's if they are to gain the most from the education we provide. There are clearly documented links between regular attendance and how well children achieve in school. Classes will hold an Attendance Meeting every week to celebrate those who have attended everyday or those who's attendance has improved. During these meetings teachers will discuss the importance of

attending the Academy every day. Every Class teacher will follow up a child's absences and where necessary the Academy will follow up with an attendance meeting (see attendance statement for full information). Punctuality is vital as we are working hard to set up routines and structures in nursery and the reception classes, being late will affect this and may result in the child becoming unsettled and missing learning opportunities.

### **Dinnertime & snacks**

The Academy runs family dining for all children. All reception children are entitled to a universal free school meal. At dinnertime, children are served a healthy balanced meal (meat, vegetarian option), which ensures all children have a nutritional meal to aid concentration levels in the afternoon. Dietary requirements can be met and the Academy has a completely 'nut' free kitchen. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they all sit together.

In nursery and reception, a healthy snack, milk and water are provided throughout the session. There is no charge for milk until the term before the child's 5th birthday; however, fruit is free of charge.

### **Allergies & medical information**

Parents/carers will be asked to complete a form regarding their child's specific medical needs and any allergies that they may have. This will enable staff to be fully informed of a child's medical needs and they will discuss these with parents/carers as appropriate. Parents are asked to keep the Academy updated of any changes throughout the year.

### **Health and Safety**

The Academy has a health and safety policy (OCL health & safety policy 2020) and includes the designation of staff responsible for first aid within the Academy. A minimum of one foundation stage staff member has undertaken paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the Academy and are aware of safety issues. Risk assessments are undertaken before and after Academy activities take place, for example before any external trips or visits.

### **SAFEGUARDING CHILDREN**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our Academy is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. We take child protection responsibilities very seriously. Any concerns that Academy staff have, will be recorded and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance –

please see our OADV Safeguarding Policy here: [Safeguarding and Child Protection Policy \(oasisacademydonvalley.org\)](https://oasisacademydonvalley.org)

## EQUALITY AND DISABILITY

All children in the Academy are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children and those with special educational needs are considered and the curriculum adapted to suit all levels of ability. All children are learners.

### Parents as Partners

We value developing positive relationships with parents and carers. Before children start nursery or reception, we make links with parents by visiting the children at home, as well as a 'jump-up' visit to the nursery or reception with the parents and carers. We have a strong parental engagement plan and parents are invited into the Academy throughout the year for events, workshops, talks, exhibitions, stay and play sessions and parents mornings.

We also have select events where parents and guardians are invited to come in:

#### ***(Table 1, Different parent events organised by OADV)***

<b>Parent events</b>	<b>What they are</b>
Monthly Meets	Each month will have a topic of focus, these vary depending on the needs of the children – for example, PSED has been one we have done in the past.
Parent events	This is an event where once every half term parents are invited to come into the academy to see what we have been learning about. Not only this, but parents will complete an activity linked to the learning or time of year, e.g., houses and homes out of spaghetti and play dough after the children had read 3 Little Pigs, or Christmas decorations parent event to celebrate Christmas.
Coffee Mornings	This is something that is organised by hub councillors and other adults – they also have themed events such as meeting new members of staff.
Stay and play	This is when parents are invited to come into our Nursery and complete different activities in the Nursery provision.

**Date Published:** 7<sup>th</sup> March 2025

**Version:** 11

**Author:** Miss E De Sousa

**Review Date:** Summer 2025