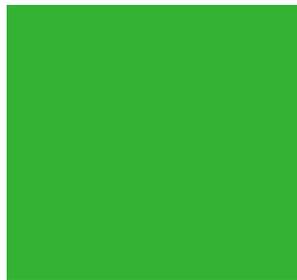
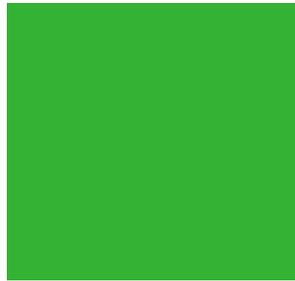




Oasis Academy Don Valley
Early Year Foundation Stage
Date: September 2020 (V5)



“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 2017

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), March 2017
- 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 EYFS, we provide a secure learning environment and engaging curriculum from 2-5 year old. 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 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 communication and language. 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 they enter our EYFS, some 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.

EARLY YEARS LEADER: Miss E Smith		
Nursery	Reception – Ahlberg	Reception – Donaldson
Miss E Dunning – Nursery lead Teacher (QTS) Two Teaching Assistants	Miss E Smith – Class Teacher (QTS) Teaching Assistant	Miss E De Sousa - Class Teacher (QTS) Teaching Assistant
KEY PERSON		
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	
Support Staff		
Miss S Begum HLTA Mrs C Chantler– HLTA Mrs S Khan – HLTA Miss I Akhtar Apprentice TA		
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"> 1 member of staff holding a level 3 qualification Half of other staff holding level 2 qualification
3 year olds and over	At least 1 member of staff for every 13 children 1:13	<ul style="list-style-type: none"> 1 member of staff with qualified teacher status (QTS) or early years professional status (EYPS) At least one other member of staff holding level 3
Reception classes in maintained schools and academies are subject to infant class size legislation. ⁴³ The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils 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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/858652/EYF_SP_Handbook_2020v5.pdf (December 2019)

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 developing competence in speaking and listening is focused on to ensure 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. 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.

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 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 2019) 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 rules and that each class has a visual representation clearly displayed
- 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 week children across EYFS participate in 'Dough Disco', this is a programme that helps children develop their fine motor by squeezing playdough to music.

In Reception children 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 involves reading, writing and speaking. Everyday all EYFS children are involved in a Literacy input, which may include a focus story or it may link to the topic. A 'Talk for Writing' approach is used across the EYFS which allows children to learn a range of stories using story maps, role play and actions. Within Reception, children will start to develop their mark making into forming letters. This links a lot with the Physical Development, as mentioned above.

A writing sequence is introduced in Reception, starting with the children being immersed into what it is they will be writing about, leading to the write and review stage. During this process the children are given different examples to look at, which then support their own writing. The topics and stories chosen to use are picked by teachers to excite and inspire children.

All children hear stories on a daily basis. Reception children have an ERIC and Guided Reading session everyday. During these sessions, each child will be heard 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:

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

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 Maths Mastery approach. This approach has 'been designed on principles to provide learners with a deep conceptual understanding of mathematical principles, the ability to confidently communicate in precise mathematical language, while becoming mathematical thinkers'. <https://www.mathematicsmastery.org/ofsted-and-curriculum-intent/> It develops a clear understanding of mathematical concepts and promotes communication skills using keywords and sentence stems.

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

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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 also given opportunities to develop computing skills and to work with and use modern technology.

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 professional judgement, observations and assessments are used to assess the age band children are working 'within' across the EYFS 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.

As the year progresses, children are monitored on their development and progress. Children's learning journey's show their individual level and stage of development, this is tracked using a safe online electronic system called EazMag. These are built up throughout the year by observations and assessments these then inform teaching and provision. At our Academy we set children individual targets to ensure we are constantly challenging children resulting in them reaching their potential. 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 EMERGING, EXPECTING or EXCEEDING for each goal and have achieved 'A good level of development' (secure in personal, social and emotional development, physical development, communication and language, literacy and mathematics)

Expected standards for Foundation stage are:

		On entry	Exit
Nursery	2 year olds	secure in 16-26 months	secure in 22-36 months
FS1	3 year olds	secure in 22-36 months	secure 30-50 months entering 40-60 months
Reception FS2	4-5 year olds	secure 30-50 months entering 40-60months	Expected ELG Exceeding ELG Good level of development (GLD)

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 idea boards are displayed in different areas of the provision. These idea 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. This is where they receive a stamp if they complete a challenge and helps them with the transition into Reception where Challenge Checkers are used.

In Reception, challenge boards are displayed with two levels on each one. Challenges are set up in the Maths, Writing, Creative, Reading, fine motor and Construction areas. These are changed regularly and are influenced by the children's interests. Each child has a Challenge Checker, and are responsible for getting it stamped when they complete a challenge. 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.

Reception children receive a yellow homework book. Their homework is put in their book bag every Friday and should be returned the following Thursday. 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. 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. Members of staff will also add in talking points and areas to focus on at home.

NURSERY

Children can start Nursery from the age of two. In Nursery a rich curriculum is provided and OADV 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 Early Years Framework, which works on Ages and Stages. 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'), where parents are encouraged to stay with their child to participate in some activities.

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 8.40am Nursery doors open at 8.45am</p> <p>Children are encouraged to come and sit on the carpet ready to start their learning.</p> <p>Parents are encouraged to stay and take part in an activity for the first 10 minutes on a Friday morning</p> <p>A member of staff supervises the entrances to ensure that the children cannot leave the building without supervision Other members of staff are available within the nursery to supervise the children and take short messages from parents</p> <p>Parents are asked to leave nursery at 8.55am as children sit on the carpet for registration</p> <p>Morning sessions finish at 11.45am</p>	<p>The Academy gates open at 8.40am Reception doors open at 8.50am</p> <p>Parents are encourage to stay and take part in the morning activity set on the board for the first 10 minutes of the day.</p> <p>This is a great opportunity to share their first learning experience and sets a positive tone for the day</p> <p>A member of staff supervises the entrances to ensure that the children cannot leave the building without supervision Other members of staff are available within the reception to supervise the children and take short messages from parents</p> <p>Parents are asked to leave reception at 9am as children sit on the carpet for registration</p>
<p>Any child arriving after 8.50am are late and will need to enter the Academy through the main entrance</p> <p>Punctuality is vital as lateness can quickly affect learning time</p> <p>Being late 10 minutes a day for one week is 50 minutes of lost learning time!</p>	
<p>The nursery gate opens at 12.30pm Nursery doors open at 12.30pm</p> <p>Children are encouraged to come and sit on the carpet ready to start their learning.</p> <p>Parents are encouraged to stay and take part in an activity for the first 10 minutes on a Friday afternoon.</p> <p>A member of staff supervises the entrances to ensure that the children cannot leave the building without supervision Other members of staff are available within the nursery to supervise the children and take short messages from parents</p> <p>Parents are asked to leave nursery at 12.40pm as children sit on the carpet for registration</p> <p>Afternoon sessions finish at 3.30pm</p>	<p>Dinnertime is 12pm-1pm</p> <p>We are a family dining Academy and all children have a hot meal provided by us</p> <p>The Academy day finishes at 3.15pm</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 effect this and may result in the child becoming unsettled and missing learning opportunities.

Breakfast club 8am

The Academy provides a breakfast club. Reception children can arrive at the academy from 8.00am where they are handed over to a member of staff who formally records their arrival. During breakfast club children have a healthy breakfast including yoghurts, toast, cereals and juices and participate in sports activities, board games and art activities organised by staff. At 8.50am the children are taken to their classrooms where they are handed over to the appropriate members of teaching staff to begin the school day.

If nursery children want to attend Breakfast club an adult must accompany them from home.

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.

Children have a daily snack in nursery and reception. This is a time where the children enjoy a drink of milk/water, piece of fruit and/or a light snack. Reception serve snack during the morning. 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 2018) and includes the designation of staff responsible for first aid within the Academy. A minimum of one foundation stage staff member had 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 (See Academy safeguarding 2018 policy for full details).

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, which is followed by a visit to the nursery or reception with the parents. 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.

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