



# Djanogly Northgate Academy

## Early Years Foundation Stage Policy

### 2023-25

#### Our Vision

Djanogly Northgate Academy is a school where everyone is a learner and everyone is committed to supporting learning in all its forms. It is a school where all contributions and roles are recognised, welcomed and valued and where cultural diversity is celebrated. We know that everyone is talented and believe it is our role to find out how - through exciting and engaging learning opportunities and high-quality teaching experiences.

#### Introduction

"The Early Years Foundation Stage (EYFS) sets the statutory standards that all early years providers must meet. This includes all maintained schools, non-maintained schools, independent schools and all providers on the Early Years Register.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

(Department for Education, 2021)

#### Aims

In our Foundation Stage it is our aim to:

- Provide a bright, welcoming, stimulating and safe environment in which children and their parents feel happy and secure
- To actively involve parents in their children's learning
- To provide a broad and balanced curriculum to build on the children's prior knowledge and experiences
- To provide opportunities to encourage co-operation and independence
- To promote the value of play as a learning experience
- To ensure that every child has equal access to all areas of the curriculum irrespective of gender, ethnic or social background, religion or disability.
- To work as an effective staff team

#### Responsibilities

The Head of School, supported by the Foundation Stage Leader, is responsible for the implementation and management of the Early Years Foundation Stage Policy at Djanogly Northgate Academy. It is the responsibility of every member of staff to implement that policy in their day-to-day actions and experiences.

The Governing Body has overall responsibility for reviewing and ratifying the Early Years Foundation Stage Policy of Djanogly Northgate Academy and for ensuring it does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

### **The EYFS Framework Promotes four Principles for High Quality Provision:**

#### **A unique child:**

Every child is a unique, competent learner. Children develop in individual ways and at varying rates. Children's attitudes are fluid and can be influenced by others.

#### **Positive relationships:**

Children learn to be strong, independent individuals by developing secure relationships with adults and peers alike. Relationships with parents and carers are also important and will be nurtured and developed. Any relationship will be respectful, caring and professional.

#### **Enabling environments:**

The learning and play environments are vital for supporting and extending a child's development. In the classroom and outdoor environment, we observe and assess the children's development and interests. Based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.

#### **Learning and development:**

Djanogly Northgate Academy is organised in a way that encourages children to explore and learn safely across the foundation units, with indoor and outdoor provision. There are areas for activities and play, and others for quiet time and rest. The settings are designed to enable children to learn and play independently.

### **EYFS Curriculum**

In order to ensure that every child makes good progress we follow the current Statutory Framework for the Early Years Foundation Stage (EYFS). We have a curriculum cycle which provides rich learning experiences for all children based on the framework.

The framework's "prime" areas of learning and development are:

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

The framework's "specific" areas of learning and development are:

- Literacy (includes reading and writing)
- Mathematics
- Understanding of the world
- Expressive arts and design

Learning and development is promoted through a mix of adult-led and child-initiated activity. Play is important to learning and we therefore do not make a distinction between work and play.

We plan children's activities to reflect their interests. Assessment is conducted through observation and focused individual, group and whole class teaching sessions. We use photographic evidence and on the spot observations to capture learning using cameras, iPods and tablets.

### **The Learning Environment and Outdoor Spaces**

The Foundation Unit is organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor spaces are secure and offer children the opportunity to explore a different environment, presenting them with different challenges and experiences. Activities are planned throughout the Foundation unit to help the children develop in all areas of learning. We encourage children to explore the outdoors at all times of year and in all weathers. We provide appropriate clothing if required.

### **Relationships**

At Djanogly Northgate Academy, we believe it is important for children to learn social skills and to develop relationships with peers and adults. This will be achieved through carefully planned activities relating to the Personal, Social and Emotional Development aspects of the EYFS curriculum and through playing and interacting with other children and adults. It will be mostly child led. Positive relationships and good manners will be modeled by all staff towards each other and towards the children.

### **The Parent - Teacher Partnership**

The EYFS setting cannot function without the enduring support of parents and carers. We recognise that parents are the child's primary educator and we recognise this important role through regular engagement including:

- Initial information and admission meetings for completion of admission forms and to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school
- Having an open door policy to enable parents to come and speak with staff should they have any concerns
- Twice annual parents evenings.
- Regular parents information afternoons. E.g. phonic and maths sessions
- Events and activities throughout the year which bring together children, parents and the academy. E.g. celebration days
- Sending activities home for parents to complete with their children
- Magic Stars in which parents are encouraged to provide information about their child at home and then a short meeting to discuss the child's achievements of the week and their next steps.
- Parents are encouraged to attend our stay and read sessions every Wednesday morning to read with their child and to promote the love of reading.

### **Admission & Transition**

Children are admitted to our Foundation Stage as per our academy admission policies.

When children start in our pre-statutory school provision their parents/carers are invited to stay with them initially to share the experience of starting at Northgate. They have the opportunity to see how the sessions run and some of the experiences available to their child.

When children start in reception (F2) parents/carers are invited to meet staff, look around the unit and find out more about what their child will experience at the Academy. Children are given the opportunity to meet their new teacher and explore the learning environment.

### **Special Education Needs and Disability (SEND)**

We strongly believe that early identification of individual needs is crucial in enabling staff to meet the needs of each child. Concerns are discussed with parents at an early stage in an open, honest and

sensitive manner. The Academy SEND leader will offer support and advice, seeking outside agency partnerships as appropriate. Further information is found in our SEND Policy.

### **Assessment and Reporting to Parents**

Assessing children's progress against the Early Learning Goals is a continuous process throughout the EYFS. At the end of reception (F2) there is a legal requirement for us to assess all children against the Early Learning Goals in order to identify whether they are 'on track or not on track'. These assessments are reported to parents and to the DfE.

We moderate our judgments across the primary academies within the Trust and are involved in external moderations with other schools across our local authority.

### **Safeguarding**

The safety of every child is paramount at Djanogly Northgate Academy. We have a robust Safeguarding & Child Protection Policy to ensure the children in our care are protected.

### **Welfare**

In order to promote the health and wellbeing of all children we:

- promote the safety and welfare of the children in our care
  - a supply of fresh drinking water is available on the premises at all times
  - regular discussions are held with parent/carers to ensure that individual needs are met as appropriate
  - children's dietary needs are discussed with parents and acted upon as appropriate
  - fruit and milk are available during the session for children to access independently
- promote good health and prevent the spread of infection by taking appropriate action when children are ill
  - a qualified first aider is accessible
  - accidents and injuries are recorded in an accident book.
- manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development and in line with our behaviour policy
- ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- ensure that the settings are fit for purpose and that furniture and equipment is safe.
  - A fire and emergency evacuation procedure is in place with regular practice evacuations
- maintain records, policies and procedures required for safe and efficient management of the setting.

### **Health and Safety**

Our full Health and Safety Policy is available on our website or on request.