



FRAYS

Academy Trust

Frays Academy Trust Early Years Policy

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Approval

Signed by Chair of Directors	
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1 Belief Statement

At the Frays Academy Trust, we acknowledge the importance of 'quality' in the Early Years Foundation Stage and we recognise that every child is unique and is entitled to have their own individuality appreciated, respected and their particular needs provided for appropriately.

The Early Years Foundation Stage is a distinctive and key phase of a child's education and it underpins all future learning.

2 The Early Years Foundation Stage

The Early Years Foundation stage begins from birth until the end of Reception. The children in the Trust can enter The Pond the term after their second birthday, the Nursery in the September after their third birthday and then start the Reception class the September after their fourth birthday. (Compulsory schooling begins at the start of the term after a child's fifth birthday).

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3 Aims of the Early Years Foundation Stage

- To provide an atmosphere where children can be happy, contented, safe, valued, gain confidence and achieve greater independence.
- To provide a child-friendly environment that is safe, caring and stimulating.
- To provide an environment where no child should be excluded or disadvantaged.
- To build upon what children already know and what they can do.
- To promote children's social, intellectual and physical development through play and structured activities.
- To provide, through a stimulating environment, opportunities for the child to develop a positive attitude to learning and an active interest in the world around them.
- To develop a working partnership between parents/carers and school in order to establish an accurate understanding of each child's individual needs.
- To work within the guidelines of Development Matters (2019) (non-statutory), the 'Statutory Early years Foundation stage Framework (2017)', the 'Early Years Foundation Stage Profile' (2019) and the 'Early Years Foundation Stage Assessment and Reporting Arrangements (ARA)' (2019).

3.1 How do we do this?

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. Therefore, we believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. Play helps children to explore, investigate and, make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills and to be motivated in their learning. Children are inquisitive and curious and we wish to build upon this in a positive and enjoyable manner.

The Early Years Foundation Stage is based around four 'Key Themes', three 'Prime areas of Learning', four 'Specific Areas of Learning' and three 'Learning Characteristics'.

3.2 The Themes, Principles and Practice

- **A Unique Child**
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- **Practitioners**
 - understand and observe each child’s development and learning, assess progress, plan for next steps
 - support babies and children to develop a positive sense of their own identity and culture
 - identify any need for additional support
 - keep children safe
 - value and respect all children and families equally

- **Positive Relationships**
 - Children learn to be strong and independent through positive relationships.

Positive Relationships are:

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child’s needs, feelings and interests
- supportive of the child’s own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

- **Enabling Environments**

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 carers.

Enabling Environments:

- value all people
- value learning

They offer:

- stimulating resources, relevant to all the children’s cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

3.3 Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

- They foster the characteristics of effective early learning
- Playing and exploring
- Active learning
- Creating and thinking critically

The curriculum is interest or topic led and planned using the practical guidance for the Early Years Foundation stage. These show the knowledge, skills, understanding and attitudes that children need to learn during the Foundation stage in order to achieve the 17 ‘Early Learning Goals’ (See Appendix 1).

4 Planning in the Early Years Foundation Stage

We plan learning experiences from the children’s’ interests and believe they should play an active role in generating ideas for the curriculum. Each year group have plans for continuous provision inside and

outside, some which correspond to ensure continuity throughout the phase, as well as social interaction and a greater range of differentiation in supported activities. The literacy and mathematics plans focus on whole class teaching and adult directed tasks that the children participate in. The continuous provision plan ensures each area of learning is well resourced and equipped for the children to learn, practise, transfer and develop skills.

4.1 Long term planning

This is a yearly overview of the skills and knowledge. It outlines the main objectives to be covered within each term, building progress across the year and phase.

4.2 Medium term planning

The medium-term planning outlines, in more detail, each of the objectives to be covered, week by week. These contain clear learning objectives, taking into account the age and development of the children. They are progressive and each week's learning builds upon the last.

4.3 Short term planning

Weekly plans show learning objectives, activities and observation and assessment opportunities. We plan a mixture of directed and child-initiated learning for the children to engage in. Some settings in the Trust also plan their provision with an 'In the Moment' approach.

5 Assessment and the pupil profile

Our Assessment procedures are as follows:

- On entry to our settings, children are assessed using the Frays on-entry assessments developed by the Early Years Strategic Lead and Early Years Leaders in the Trust.
- We use observations to inform our planning and to record assessments of the children, and progress is tracked across the 'Development Matters', then recorded on Target Tracker regularly (four times annually).
- All pupils are assessed against guidance in the 'Early Years Foundation Stage (EYFS) Handbook'.
- At The Pond (in Hillingdon), each child will be assessed against the 'Progress Check at Two'. This includes:
 - Reviewing their academic progress in collaboration with health professionals using their 'Health and Development Review' (parents must provide a copy of this for staff).
 - Hold a face to face meeting with parents/carers, providing them with a short, written summary and of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.
 - During the meeting practitioners should guide parents on how to support their child's next steps at home.
 - If there are concerns about a child's development based on criteria of the Two-Year-Old Check, the parents should be informed and work together with the Inclusion team at Laurel Lane School.
- EYFS Profile requires practitioners to assess children against a set of 17 early learning goals (ELGs). Staff use their judgement to decide whether children have met each ELG or whether their level of attainment is above or below the level described by the ELGs. This results in a judgement of expected, emerging or exceeding, for each child. These judgements are moderated within schools and the Trust.
- This information is given to the local authority (Hillingdon or Wokingham as appropriate) and is a national assessment where all data is collated and forms a national data bank.
- The Early Years Foundation stage profile will form the basis for reports to parents/carers. This forms a summary of the child's development at that point and:
 - states the child's attainment against the ELGs
 - summarises attainment in all areas of learning

- comments on general progress including the characteristics of effective learning
 - explains arrangements for discussing the profile
- The above information is also shared and discussed with the Year 1 teacher so that they can continue to help all children to get off to a flying start in Year 1.

5.1 Teaching methods and approaches

Play underpins the delivery of all the Early Years Foundation Stage.

Through play, in a secure but challenging environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them to make sense of the world;
- practice and build up ideas, concepts and skills;
- learn how to understand the need for rules;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems.

5.2 Assessment through Observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc., and it is primarily by observing children that judgements are made to inform records and planning. Specific time for planned observations may be allocated each week, which may take place in the form of a general classroom observation, e.g. of an activity, an observation on a particular child or on one of the targets from the Early Years Foundation Stage Profile.

These observations are recorded in a variety of ways e.g. photographs, post its, annotations on work, longer observation sheets and work completed in their learning journeys.

6 Play in the Early Years Foundation stage

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems and express fears or re-live anxious experiences in controlled and safe situations. Staff in the Early Years Foundation Stage value and participate in children's play to help children to concentrate and persevere, devote time and quality to their play, develop language and social skills, consolidate and reinforce past learning and build upon existing experiences and past learning.

7 Admission to The Pond, Nursery (our Hillingdon Schools) and Reception (all schools)

The Pond, Frays Academy Trust's provision for two-year old's in Hillingdon, offers 15 hours or 30 hours of provision to up to 40 children between two and three years of age. Places are offered to children the term after they turn two. Children who are eligible for funded free childcare places have priority in our admission criteria.

Our Hillingdon school nurseries offer either 15 or 30 hours of education for up to fifty children between three and four years old, per school. Places are offered to those who meet the admission criteria set out by the Governors. Places are offered to children the term after their third birthday. Young children starting school need support to enable them to adjust successfully to their new environment and to develop positive attitudes towards the range of experiences they will encounter. We believe that developing a positive relationship with parents is a vital part in encouraging emotional security. Application forms are available from the school offices.

Children with successful applications will begin Reception in September after their fourth birthday. Admission into one of our Nurseries does not guarantee a Reception place, parents must apply for these through the London Borough of Hillingdon or Wokingham as appropriate.

8 Transition

Changing from a pre-school setting or within school, moving year groups, can be daunting for both parents and children. We aim to make this transition as easy and comfortable as possible for all involved. The EYFS team work closely with professionals within school and other settings ensuring the children have visits so they become comfortable within their new environment. We have regular dialogue with parents and professionals to ensure we gain a full overview of the child and their needs.

This is achieved by:

8.1 Settling in to The Pond or Nursery (our Hillingdon Schools)

School nurseries and The Pond generally provide 15 hours of provision (three-hour length sessions either five mornings or five afternoons per week), however some schools are able to provide 30 hours of provision, which equates to approximately four and a half school days.

- Nursery staff make home visits prior to pupils starting Nursery in September.
- New nursery pupils and their families are invited to visit the setting before starting in September.
- The parents will be provided with a pack which gives details of routines in their Nursery and other important information.
- In addition, two of the schools, invite new nursery pupils to 'getting to know you' sessions at the local Children's Centre in the summer holidays, prior to starting, which school staff also attend.
- During the autumn half term, parents are able to come into the setting with their child for the beginning of the session to help them settle.
- Pupils in Nursery have a staggered start, with small groups starting each day based on the pupil's individual needs then their date of birth. This allows a greater level of individual support for each child.
- After six weeks in the Nursery parents are invited to discuss how their child has settled during 'Parents Evening'.
- Nursery pupils transitioning to Reception regularly visit during the summer term, where they will have the opportunity to meet their class teacher and familiarise themselves with the open plan classroom.

8.2 Settling in to Reception (all schools)

- The parents of children transitioning from Nursery, or an alternative setting, are invited to a 'Transition Meeting' with the EYFS leader and other key members of staff.
- Children who do not attend the Nursery of the school they will be starting Reception in, will be given an opportunity to attend Reception for two one-hour sessions to help them become familiar with the setting.
- Pupils in Reception also have a staggered start, with small groups starting each day based on the pupil's individual needs then their date of birth. This allows a greater level of individual support for each child.
- Children will start Reception on a part time basis for the first three-five weeks to enable a gradual introduction to the new routine.
- The children at Laurel Lane who attended 30 hours in Nursery are started first and stay for the whole day, as they are used to this and supports working parents.

Reception often begins and ends at the same time as the rest of the school, although this varies at some schools. Staff are available at the beginning of each session (briefly) and for a longer period at the end of a session, as well as other organised appointments.

9 Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill.

Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Child Protection Policy).

"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."

At the Frays Academy Trust we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

We understand that we are required to:

- promote the welfare and safeguarding of children, acting promptly and diligently when we feel a child's safety is compromised.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a positive manner appropriate for the children's stage of development and individual needs.
- ensure that adults working with pupils have the expertise, training and physical and mental state needed to successfully meet the requirements of their roles.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- ensure that all children's developmental needs are met and that additional provision and services are arranged to support.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

10 Partnership with Parents

We greatly value the contribution and knowledge which parents and carers bring. In order to draw on this as effectively as possible we try to include parents as much as possible. Whenever the term parent is used it refers to anyone who has parental responsibility of the child.

Formal meetings which are offered to parents include:

- Summer visit for the child and parents to visit the current class – June/July.
- A transition meeting to explain school and class routines – June/July.
- Home visits will take place in July for every new nursery pupil.
- Autumn term: Parents' consultations to discuss settling and any initial language or behavioural needs and target setting for the term – September/October.
- A reading meeting to inform parents how phonics and reading is taught and how they can support at home - November/October.
- A numeracy workshop to inform parents how mathematical concepts and skills are taught and how they can support at home- November
- Spring term: parent's consultation to discuss progress, Foundation Stage Profile achievements and setting new targets for the term – January.

- Summer term: parents receive school report, reporting the Early Learning Goals (ELG) that pupils achieved and next steps as the children prepare for Year 1–July.
- Links through learning activities as and when appropriate, e.g. family sessions and events, ‘Stay and Play’ sessions, worship in the Church (for Church Schools), homework books, home reading books, sharing ‘Learning Journeys’, School trips, etc.

11 Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from, and the wider world. We encourage the children to choose their own activities from those on offer, as we believe that this encourages independent learning.

12 Inclusion in the Early Years Foundation stage

In our schools, we believe all children are exceptional. We give all our children the opportunity to achieve the best. We do this by taking account of our children’s range of life experiences when planning for their learning.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence.
- Planning activities that take account of children’s individual needs and groups.
- Using a wide range of teaching strategies based on children’s learning and needs.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Involving external support agencies as necessary.

13 Equal Opportunities

In line with the Trust’s Equal Opportunities policy, no child will be discriminated against or disadvantaged because of their ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability.

14 Complaints about early years (reception and nursery)

We will investigate all written complaints relating to early years, and notify the complainant of the outcome within **twenty-eight (28) calendar days** of receiving the complaint as set out in the [Statutory framework for the early years foundation stage](#). We will manage complaints in accordance with the procedure set out within the Complaints Policy, which is available on our school websites and the Frays Academy Trust website.

The school will keep a record of the complaint and make this available to Ofsted on request. Parents and carers can notify Ofsted if they believe that the school is not meeting Early Years Foundation Stage requirements, by calling 0300 123 4234 or 0300 123 4666, or by emailing enquiries@ofsted.gov.uk. An online contact form is also available at <https://www.gov.uk/government/organisations/ofsted#org-contacts>.

In keeping with the requirements of the [Statutory framework for the early years foundation stage](#) we will notify parents and carers if we become aware that the school is to be inspected by Ofsted. We will also make the inspection report available to parents and carers.

15 Links with other policies

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection 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 supporting children with intimate care and nappy changing.	See Intimate Care Policy
Procedure for checking the identity of visitors	See Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Policy

Appendix 1 – Areas of Learning and Development

The areas of learning and development support, foster, promote and develop children's development:

Prime Areas

1. **Personal, Social and Emotional Development** – Crucial for all aspects of life which will give the children the best opportunity for success in all other areas of learning. Each child needs a positive sense of him/herself and respect for others. It involves making relationships, developing self-confidence and self-awareness and managing own feelings and behaviour.
2. **Physical Development** – Developing skills involved with moving and handling. It will improve co-ordination, control, manipulation and movement. It helps children to gain confidence and feel positive about being healthy and active. This promotes a positive feeling of wellbeing, and knowledge of health and self-care.
3. **Communication and Language** - Children will develop confidence in listening and attention, understanding and speaking in a variety of settings and purposes.

Specific Areas of Learning

1. **Literacy** – Children will learn to read, using different strategies. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will then progress to writing simple sentences which can be read by themselves and others.
2. **Mathematics** – Will develop confidence and competence in learning and using key skills. This includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measure.
3. **Understanding the World** – Knowledge of people and communities, skills, problem solving, exploring and understanding will help them to make sense of the world. Foundations are developed for Science, Design and Technology, History, Geography and I.C.T.
4. **Expressive Arts and Design** – Exploring and using media and materials is fundamental to successful learning. It enables children to make connections and extend their thoughts, feelings and understanding. It will include art, music, dance, role-play and imaginative activities.