



# Anchorsholme Academy EYFS Policy



Adopted by Governors/HT: HT  
Review period: Annually  
Last review date: September 2024  
Next review due by 30 September 2025  
Person responsible for policy: Mrs L Dickinson

## **Our Intent**

At Anchorsholme Academy our aim is to create a learning environment and build relationships which support, enhance and invite a child's **curiosity, confidence, communication** skills and ability to work **collaboratively** and flourish regardless of backgrounds or needs. We aim to work together with parents and carers to encourage independent, enthusiastic lifelong learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

## **Our Early Years Foundation Stage**

The education of the Early Years Foundation Stage (EYFS hereafter) applies to children from birth to the end of the Reception curriculum year. At Anchorsholme Academy, children join Reception in the year that they will turn five years old.

In partnership with parents and carers, we enable children to begin the process of becoming active learners for life. In our Early Years Foundation Stage, we endeavour to ensure that children, "learn and develop well and are kept healthy and safe." We promote teaching and learning experiences that "give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life." (*Statutory framework for the early years foundation stage 2021*)

The EYFS is based upon four important principles:

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** – supporting the children in becoming strong and independent.
- **Enabling Environments** – where opportunities and experiences respond to the individual interests and needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and Development** – An acknowledgement that children learn in different ways and at different rates.

At Anchorsholme Academy, we recognise that children learn to be strong and independent from building secure and stable relationships. Through general discussion, circle time and PSHE activities we ensure that our children know that they are valued and cared for. Our staff aim to develop caring, respectful, trusting and professional relationships with our children and their families.

## **A Unique Child**

At Anchorsholme Academy, we recognise that each and every child is an individual learner. We encourage all our children to become resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates and this is reflected in our high quality teaching. Children's attitudes and dispositions to learning are strongly influenced by feedback from others and so we use praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning and also towards themselves.

### **Special Educational Needs and Disabilities (SEND)**

All children and their families are valued at Anchorsholme Academy. Children are treated as individuals and have equal access to all provision available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs or disabilities is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENDCos are called upon for further information and advice when needed. Appropriate steps are taken in accordance with the school's policy for SEND.

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;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- 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;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; and
- monitoring children's progress and taking action to provide support as necessary.

In order to accommodate each individual's particular learning style, sessions are planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. Consideration is also given as to how to record lesson outcomes so that children are offered a variety of methods and are not inhibited by any specific difficulty.

### **Equal Opportunities**

In line with our Equality Policy, all members of Anchorsholme Academy are treated as individuals. We meet the needs of all pupils, regardless of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs and disability and social circumstances.

In line with our British Values Policy, all staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

### **Parents as Partners**

We recognise that parents & carers are children's first and most enduring educators and we value highly the contribution they make. We recognise the role that parents play in educating their children by:

- inviting parents to look around our school and talking to parents to get a full understanding of their child, their likes/dislikes and their strengths before they are admitted;
- inviting all parents to an induction meeting before their child starts school in order to detail how we aim to work with their child;

## Anchorsholme Academy EYFS Policy

- inviting the children and their parents/carers to spend time with their teacher before starting school during transfer sessions;
- giving parents access to their child's online learning journal 'Tapestry' through which parents can view and comment on annotated photographs showing their child's day of learning at school;
- encouraging parents to talk to the child's teacher if there are any concerns, however small. All teaching staff are available for a chat at the beginning and end of each day on the school playgrounds;
- encouraging the children to bring in anything special from home that they would like to talk about, for example a memento from a trip to a museum or a card from a special family celebration;
- sending home 'stars' for parents to write special achievements and send back into school for celebration;
- encouraging parents to upload Tapestry observations of their child's learning at home.
- sending home a home/school reading record daily, in which both teachers and parents comment on the child's reading;
- arranging a number of celebration sessions throughout the year that encourage collaboration between child, school and parents for example on World Book Day;
- inviting parents to come into school to share in learning, talk about their job, help with trips etc.;
- providing parents an opportunity to celebrate their child's learning and development by inviting them to the weekly celebration assembly and whole class assemblies;
- sending home a weekly whole school newsletter;
- sending home a fortnightly Foundation Stage theme information sheet;
- holding two parents evenings each academic year at which the teacher and the parent discuss the child's progress in private; and
- sending parents a report on their child's attainment and progress at the end of each school year.

### **Enabling Environments**

At Anchorsholme Academy, we have created an attractive and stimulating learning environment in our EYFS unit where children feel happy, confident, secure and challenged.

Our pupils have daily access to both indoor and outdoor environments that are set up in areas of learning, with both adult/child-led activities and theme-enhanced continuous provision in each.

We have a Literacy Room, Maths Room, Creative Room, Art and Design Room and a large safe outdoor area for extending physical development. The children have access to all of these learning zones on a daily basis. We also have several small quiet rooms which are used as a library and small group intervention & sensory areas. In addition we have weekly access to the small PE Hall. In each of these areas, the teaching and learning builds and extends upon prior learning through high quality teaching. Play-based learning is encouraged in each of our learning zones and children direct their own learning from carefully planned opportunities provided by staff.

Effective planning is informed by observations and assessments of the children to ensure learning is based around pupils' current interests and experiences. These observations and assessments are recorded on the 'Tapestry' electronic learning journal, which tracks each child's individual progress against the EYFS Framework. Staff enhance play and extend opportunities as appropriate to continually further individual learning.

## **Learning and Development**

In the EYFS, we follow our 'Anchorsholme EYFS Curriculum by the Sea', this curriculum has been created for our children and is ambitious, coherently planned and sequenced and ensures children have a challenging and enjoyable experience in our Foundation Stage whilst preparing them their future education. The curriculum is theme based and is led by children's interests and fascinations. *'At Anchorsholme Academy our curriculum fosters a sense of belonging and the desire for our school family to be **curious, confident, communicative and collaborative** learners. Our school intent is that children leave our school as resilient, motivated lifelong learners with high aspirations for their future.'*

In our Foundation Stage unit there are always a minimum of six qualified Teachers and Teaching Assistants, who ensure the full curriculum is met across the three classes, each of which can accommodate a maximum of 30 children. All staff are fully up to date with both Development Matters and the EYFS Framework and how these link into our 'Anchorsholme EYFS Curriculum by the Sea.'

In the EYFS Framework, there are seven areas of learning and development, of which three are "prime areas," and four "specific areas."

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Through ongoing play based assessments and observations of both adult-led and child-initiated activities, and information provided by parents and other settings, the children's development levels in each area are assessed on entry in a thorough and detailed Baseline assessment alongside the statutory RBA. Purposeful activities are then planned to ensure that every child has a wealth of opportunities to extend their learning in each and every area. Many activities are play-based, as children build confidence as they lead their own learning.

At Anchorsholme Academy, we recognise that children learn in different ways and we support children in using the three **Characteristics of Effective Learning** as set out in the EYFS Framework. These 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.

## **Planning, Recording and Assessment**

Activity planning of adult-focused and independent activities are planned fortnightly and they are linked to themes which capture the children's interests and inspire them to investigate and discover. The plans for each theme cover all of the areas of development.

Children have the opportunity to work in each of the 5 learning areas (Literacy, Maths, Creative, Art, Outside) every day. Whole class, group and individual activities are designed to develop skills in all areas of the curriculum and continuous provision is available in every learning space for children to access freely. In addition, children engage in daily mental and oral maths work and reading, as well as discrete daily Phonics and Guided Reading, following the 'Success For All' scheme. Furthermore, children engage in weekly sessions covering Mandarin, RE and PSHE. All lessons are linked to our key milestones from our 'Anchorsholme Curriculum by the Sea'.

Parents and carers are encouraged to contribute to their child's learning journey by sending in "star moments" sheets which are celebrated and displayed, making comments on school reports, writing comments in the home/school reading record, adding comments to learning observations on Tapestry and writing comments on the fortnightly EYFS newsletter. Parents and carers are also encouraged add to their child's 'Tapestry' electronic learning journey.

After an initial period of baseline assessments, pupil's progress is monitored carefully by all staff. Evidence of progress is gathered in a range of ways such as quotes, annotated photographs, children's work in their Literacy or Maths book and on the electronic learning journal 'Tapestry'. Assessment is carried out through a mixture of informal observations, regular interaction with the child, the use of the information on record sheets and regular discussions between all EYFS staff at weekly planning meetings.

Progress is continually monitored to ensure that the children are always being challenged, stimulated and moved onto their next step. Staff have high expectations for all children; they record observations and consider how to further the children's' progress in each area. New targets that reflect children's current stage of learning are set regularly and shared with parents. Targets and "next steps" are shared with the children continuously as they receive and respond to verbal and written feedback on a regular basis.

At the end of the year, all EYFS teachers complete the EYFSP. Progress and attainment is reported to parents at the tri-annual Parents Evenings, and then in full at the end of the year through the EYFSP. Judgements are moderated within the school, within The Sea View Trust academies and also through attendance at the Blackpool moderation clusters. Final assessments against all 17 ELGs are shared with parents and sent to Year 1 teachers as part of the transition process.

## **Health and Safety**

In line with our school's Health and Safety Policy, Safeguarding and Child Protection Policy, Outside the Classroom Policy and various risk assessments, at Anchorsholme Academy, there are clear procedures for assessing risk, including procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

## Anchorsholme Academy EYFS Policy

All staff are up to date with Local Authority Child Protection/Safeguarding training and PREVENT training and are all able to identify, understand and respond appropriately to possible signs of abuse of any kind.

In line with the EYFS Statutory Framework, at Anchorsholme Academy we have:

- A Medical and First Aid Policy. Medical needs, including medicinal information, are obtained initially through the admission form and parents are encouraged to update the school as appropriate. The Headteacher requires prior written agreement before any medication can be administered by staff and the child must have a care plan written following a meeting with the parent and medical coordinator.
- Fresh drinking water available at all times.
- Specific dietary needs recorded and acted upon when required.
- A first aider accessible at all times and a record of accidents/injuries is kept.
- A Health and Safety Policy and procedures which cover identifying, reporting and dealing with accidents/near-misses, hazards and faulty equipment.
- A Fire and Emergency Policy. Evacuation and lockdown procedures are practised regularly.
- A Code of Conduct, stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Phones and cameras that are used in school must not be used for staff own personal use.

### **Welfare**

It is important to us that all children in our school are safe. We educate the children on boundaries, rules and limits and help them to understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take calculated 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 at all times.

*“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 Anchorsholme Academy we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. As such, we:

- promote the welfare and safeguarding of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs;
- 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 & equipment is safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences which are tailored to meet their specific needs; and
- maintain records, policies & procedures required for safe efficient management of the setting and to meet the needs of the children.

Across school several staff are First Aid trained and many have a Paediatric First Aid qualification.

## **Transition**

'Transition' describes the movement that takes place from one curriculum year to the next, and in particular from one phase of education to the next.

The best changes for children take place where conditions are similar, communication is encouraged, and the process of change takes place gradually over time. At Anchorsholme Academy, this transition time from Nursery to EYFS and from EYFS to Year 1 is carefully planned to ensure children do not suffer in terms of their emotional well-being, as it is well noted that ineffective transition can affect academic achievement.

### **Aims of Effective Transition**

- To ensure our children and their parents experience a smooth educational and emotional transition from one phase to the next;
- To ensure that the process of transition from Nursery to EYFS and from EYFS to Year 1 guides children in a sensitive & supported way through this period of change;
- To have similar approaches to teaching and learning in EYFS and Year 1 during the transition period;
- Staff have a professional regard for the information that is passed on and planning is based upon assessment information;
- Children's emotional welfare, wellbeing and involvement is of utmost importance during the transition period; and
- Children should enjoy the transition process and should be motivated and challenged.

### **From Pre-School Settings to Reception**

During the Summer term, prior to a child's entry into Reception, the following procedures have been put into place to ensure successful transition:

- Parents are invited to an Induction Evening to ensure they are informed of school procedures. The induction evening allows parents the opportunity to meet the EYFS staff, look around the classrooms, listen to a talk on routines and arrangements, receive a detailed information pack, sample the school dinners, meet the SEND team, meet the breakfast club and after school team and meet the school nurse. It is also a chance for them to raise any questions or concerns they may have.
- The children are invited to visit their Reception class for taster sessions during July with and without parents.
- Over the Summer holidays the children are encouraged to complete an "All About Me" booklet which helps to prepare them for school. This booklet also includes information about the school day and has photographs of the EYFS team.
- Members of staff from Anchorsholme Academy make visits and phone calls to the nurseries to see the children in their current setting and to gather valuable information from the staff about the children. All documentation, including the assessments and reports are passed on and is used to help inform the baseline assessments.
- Children requiring extra support have additional visits if necessary, organised in conjunction with the SEND team. The SEND team meet with parents to create care plans where necessary.



### From Reception Class to Key Stage 1

Time in the Summer term is devoted to the handover period to allow the transfer of data from the EYFS profile and for the discussion around Characteristics of Learning. This is of particular significance for children with special educational needs and disabilities. Transition arrangements also include support staff in each class and the detailed knowledge that support staff have of the children as people and learners is shared. Time and effort invested in this enhances children's well-being and also ensures that the children's learning is taken forward through careful considered, differentiated planning of the curriculum that meets the needs of all children and help move them onto their "next steps".

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents/carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their 'readiness' for Year 1. Each child's level of development is assessed against the Early Learning Goals. The profile indicates whether children are meeting "expected" levels of development, or if they are not yet reaching expected levels ("emerging"). Year 1 teachers are given a copy of the Profile, together with any academic/personal records and a short commentary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning.

During the Summer term the EYFS staff extend the periods of time for which focused adult-initiated learning is expected. This helps to ease the transition into Year 1, where there is a gradual increase in teacher-led focused tasks and activities. By the end of their time in Reception, there will be children who are working at GDS against the ELG's and there will also be children who leave Reception as 'Emerging' and who will need to continue with aspects of the EYFS curriculum into Year 1. These groups of children receive intervention at the appropriate level.

Parents are invited into school at the end of FS to meet their child's Year 1 teacher and to learn about the routines and the curriculum in Year 1. It is an opportunity for them to ask any questions surrounding the transition period. Year 1's learning areas mirror the EYFS area so the children are already familiar with the layout of the physical space. The Year 1 teachers create high quality learning classrooms and provide areas of continuous provision to support and extend children's independence skills. The Year 1 staff effectively plan appropriately challenging work which builds on the children's previous skills, knowledge and understanding. Academic challenge is built into both child-initiated and independent tasks.

At Anchorsholme Academy, the EYFS and KS1 leaders have a good professional relationship and they liaise closely at all times to discuss and monitor the well-being and academic achievement of the children.