

EARLY YEARS FOUNDATION STAGE POLICY

THE ETHOS OF IQRA ACADEMY

IQRA means 'Read'

Improvement
Quality
Respect
Achievement

Statement of Intent

"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 aims to provide:

- Quality and consistency in all early years settings.
- A secure foundation for all children for good progress through school and life.
- Partnerships between different practitioners.
- Partnerships between parents or carers and practitioners.
- Equality of opportunity for all children."

(Department for Education, 2012)

Key Responsibilities

The Governing Body must:

- Ratify the Early Years Foundation Stage Policy
- Nominate a governor who will work with Foundation Stage Manager and report back to the appropriate Governing Body committee
- The Governing Body has overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation

The Role Of Foundation Stage Manager:

The Foundation Stage Manager will be responsible for the successful implementation of the policy across foundation stage. Responsibilities will also include the provision of training and resources for staff and for the induction of new staff. This will be accomplished through formal INSET sessions as well as being available in an advisory capacity on a day-to-day basis.

Senior Leadership Team must:

- Give practical support to the development and implementation of the Early Years policy at the Academy
- Provide INSET opportunities and facilitate the production of resources for teachers and support staff as appropriate.
- Be responsible for the day-to-day implementation and management of the Early Years Policy of Iqra Academy.

Foundation State Manager must:

- Ensure the effective development and implementation of the Early Years Policy.

- Provide INSET opportunities and resources for teachers and support staff as appropriate
- Monitor the implementation of the policy and its effectiveness in raising achievement
- Evaluate the strategy and make modifications as necessary

Nature of the Foundation Stage

This policy outlines the purpose, nature and management of the Foundation Stage curriculum in Iqra Academy. We believe Early Years education forms the foundation for all future learning and aim to provide a positive learning environment, which will develop the whole child whilst building on their pre-school experiences. An integrative approach is used, in terms of physical, social, emotional, aesthetic and intellectual development. Furthermore we aim for each child to acquire positive attitudes towards learning through play, investigation and exploration.

Iqra Academys vision for Early Years Education

- To provide quality education for 3-5 year olds
- To provide rich and stimulating experiences for all children
- To have an environment which is well planned and organised
- To provide well planned and purposeful activity for all children
- To have appropriate intervention by all practitioners that will engage children in their learning process
- To include parents to work in partnership with practitioners
- To ensure learning takes place both indoors and outdoors through well planned provision and activity
- To develop confidence and responsibility for learning through peer support
- To raise standards further by providing a curriculum beyond the Foundation Stage for those that it is relevant
- To have sound assessment procedures to set standards and establish a base line for the rest of the school to build on

Principles of the Early Years Foundation Stage

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 teachers 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

Iqra Academy is organised in a way that encourages children to explore and learn safely.

There are areas for activities and play, and others for quiet time and rest.

The setting is designed to enable children to learn and play independently.

Welfare

Safety and security is a high priority at Iqra Academy and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 are as follows:

- To promote the safety and welfare of the children in our care.
- To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.
- To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- To maintain records, policies and procedures required for safe and efficient management of the setting.

Relationships

At Iqra Academy, we feel it is important for children to learn social etiquette and to develop relationships with peers and adults.

This will be achieved as part of “making relationships”, through playing and interacting with other children and adults. It will be mostly child led.

Safeguarding

Safety is paramount and Iqra Academy has a robust and effective Safeguarding Policy to ensure the children in our care are protected.

The parent / teacher partnership

The Early Years Foundation Setting cannot function without the enduring support of parents and carers.

We recognise that as parent, you are the child’s primary educator and we recognise this important role through regular engagement including:

- Annual information evening in each term.
- Asking parents to complete admissions forms, a medical form and about their child to help us to understand their character and personality.
- Asking parents 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 teachers, should they have any concerns.
- Events and activities throughout the year which bring together children, parents and the academy.
- Access to their child’s assessment on line through Early Essence System

Learning and development

The “prime” areas of learning and development are:

Communication and language.

We believe that the development and use of communication is at the heart of young children’s learning. This development depends on both the learning environment provided and the child being competent in a number of key skills, together with having the confidence, opportunity, encouragement, and support to use them. Within this area of learning we aim to develop the children’s skills, across all areas highlighted in the EYFS. We provide a range of enriching experiences and a stimulating environment to develop children’s communication skills and language use. We introduce children to a wide range of text, along with developing their early reading skills. Providing varied opportunities and support in the learning environment encourage children to develop their writing skills for a range of purposes.

Physical development.

This area of learning focuses on developing children’s skills in movement and control on a large and small scale, awareness of space, health and bodily awareness and using equipment and materials. As in all areas, this learning takes part both inside and in the outside environment. By developing these skills children will gain confidence in what they can do and enable them to experience the positive benefits of being healthy and active. Effective teaching and resources in this area will help children develop a positive sense of well-being.

Personal, social and emotional development

We aim to provide the children with experiences and support that will enable them to develop a positive sense of themselves. We also aim to encourage a positive disposition towards learning, develop children’s respect for others and general social competence and interaction. Children are introduced to a variety of religions and faiths via stories, songs and experiences and are encouraged to show respect for differing cultures and beliefs.

The “specific” areas of learning and development are:

Literacy

We introduce children to a wide range of text, along with developing their early reading skills. Providing varied opportunities and support in the learning environment encourage children to develop their writing skills for a range of purposes. We adhere to “Read Write Inc” as our phonics schemes which ensures children are secure in their blending and segmenting skills of sounds for their independent reading and writing

Mathematics.

Within this area of learning the children are given opportunities to develop their number recognition and counting skills, their understanding of shape, space, measures, and patterns, and develop their early skills in calculating and problem solving. We aim to develop these skills through stories, songs and games. We also provide resources, opportunities, and support including effective questioning and language use, in order for children to learn and explore all areas of problem solving and reasoning through their own independent play.

Understanding of the world.

In this area of learning children will have varied opportunities to develop the crucial knowledge, skills and understanding that help them to make sense of the world. Children will

learn to investigate experiment, solve problems, pose questions, use reference skills, adopt appropriate language, be conscious about health, safety and hygiene routines, and be encouraged to be curious and enthusiastic through good role modelling by adults working within the Foundation Stage. Development in this area of learning forms the basis for subsequent work in Science, DT, History, Geography and ICT

Expressive arts and design

We aim to provide the children with a rich learning environment supported by the interventions of responsive adults to maximise the development of creativity. Being creative enables children to make connections between different areas of learning and so extend understanding. This area of learning includes art, music, dance, role-play and imaginative play.

Learning and development is implemented through a mix of adult-led and child-initiated activity and play and is reactive to the child's lead.

Play is important to learning and development and we therefore do not make a distinction between work and play.

We plan children's activities to reflect their interests and the synopses written by their parents. Assessment is conducted through observation and a detailed assessment schedule can be found in our Assessment Policy.

We support children in using the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage, which are:
Playing and exploring.

Active learning.

Creative and critical thinking.

8. Assessment in the Foundation Stage

8.1 The Foundation Stage staff firmly believes that:

- Assessment should be an integral part of the curriculum development process.
- Assessment should help adults focus positively on individual strengths and interests.
- Approaches to assessment should be informed by effective Early Years practise.
- Children should be assessed in a range of contexts including outdoor provision.
- Assessment must involve all who know the child including the parents.
- Assessment should celebrate the achievements of all children.

8.2 Assessment in the Foundation Stage

Assessment within the Foundation Stage consists of types and is based on skilful and well-planned observations of the children

- Formative Assessment.
- Summative Assessment
- Language Assessment

Formative Assessment

This is completed in the form of observations. Three types of assessments are made, incidental, focus and long observations. Assessments are made as day to day practise and time for long observations is planned into the timetable. These assessments are collected

by all staff working within the Foundation Stage and are placed on an online assessment program called early essence. Parents have access to only their child's online file and are encouraged to add to them with any of their child's achievements at home.

Summative Assessment

In Nursery summative assessments are made termly using the Early Essence against the Early Years Foundation Stage Outcomes. These assessments are based on the child's individual My Learning Journey assessment files, observations and the professional judgment of staff working with that child. This assessment is passed on to the next setting the child moves to after leaving the Nursery.

In Reception summative assessments are also made termly using the Early Essence against the Early Years Foundation Stage Outcomes. In addition to this Reception children also complete The Early Years Foundation Stage profile at the end of their reception year, this data is reported locally and nationally and produces confidential data to schools to analyse, promote discussion and evaluation to inform future teaching. This assessment data is passed onto Year One.

Language Assessment

Iqra have adapted the Bradfords record of Early Communication and Language Development in line with Early Years Outcomes, so that children can be accurately assessed at the 4 assessment points in the year

The learning environment and outdoor spaces

The classroom 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 space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.

Activities are planned throughout the learning environment to help the children develop in all areas of learning.

Declaration of Responsibility

This Early Years Foundation Stage Policy was reviewed and formally adopted by Iqra Academy on

..... Date

..... Signed Named Governor

..... Signed Principal