



# Oasis Academy Warndon Early Years Policy

*‘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.’*

Early Years Foundation Stage Statutory Framework- DfE

## Academy Vision

At Oasis Academy Warndon, we will achieve a whole school consistency, so that all members of our community understand and commit to our agreed approach. This agreed approach will be delivered in keeping with our vision, values, and school rules.

### School Vision



#### **Happy Hearts-**

Children will develop a love of learning in a safe and secure environment.



#### **Enquiring minds-**

Children will build a desire for knowledge, be curious, ask questions and explore the world around them. As they develop their resilience, they will seek to problem solve develop their own ideas and ways to succeed.



#### **Promising futures-**

Children will have the knowledge understanding and skills to apply all that they have learned to tasks independently.

## Introduction

Children joining our school have already learnt a great deal, many of them have been to a range of settings in our community. The early years education that we provide is based on the following principles:

- We build on what our children already know and can do
- We ensure that no child is excluded or disadvantaged
- We offer a structure for learning that has a range of starting points, content that matches the needs of young children and activity that provides opportunities for learning both indoors and outdoors
- We provide a rich and stimulating environment.

Early Years Education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Oasis Academy Warndon. The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy, the term ‘practitioner refers to the members of staff (both teaching and teaching assistants) working with children within the setting.

In the policy, the term ‘setting’ refers to the Early Years educational provision at Oasis Academy Warndon, which includes:

- **Happy Hearts Nursery (2-3 year old provision),**
- **Pre-school Nursery (3-4 year old provision)**
- **Reception classes (4-5 year old provision).**



## Oasis Academy Warndon Early Years Policy

### Aims of the Early Years Foundation Stage:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates in all areas of development.
- Providing a safe, secure, and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.
- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect, and appreciation for others, including those with beliefs, cultures and opinions differ to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity to encourage and develop their natural desire, interest, excitement, and motivation to learn.
- Providing experiences which build on children's existing knowledge and understanding to challenge, stimulate and extend their learning and development.

- Providing effective learning opportunities in a range of environments, inside and outside.

The EYFS sets the standard that all early years providers must meet, to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school life.

### The EYFS provides:

- **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

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. 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



## Oasis Academy Warndon Early Years Policy

- 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 Early Years Curriculum

Teaching in the EYFS setting at Oasis Academy Warndon is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (Effective September 2021). This document is a principled approach to Early Years education, bringing together children's welfare, and learning and development requirements through four guiding principles:

**A Unique Child-** constantly learning, resilient, capable, confident, and self-assured.

**Positive Relationships-** children learn to be strong and independent

**Enabling Environments-** where children learn and develop well, their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/ or carers.

**Characteristics of effective learning-** children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The curriculum has seven areas of learning, which includes three **prime** areas of learning:

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

Four **specific** areas of learning which strengthen the prime areas:

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

The curriculum delivered in the setting involves activities and experiences from these seven areas of learning. These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centered curriculum, which allows children to make many links between what they are learning.

The EYFS is a unique, distinct, and important phase in education. It places an equal priority on supporting children's social and emotional development and on their learning. It is a crucial time for developing



# Oasis Academy Warndon Early Years Policy

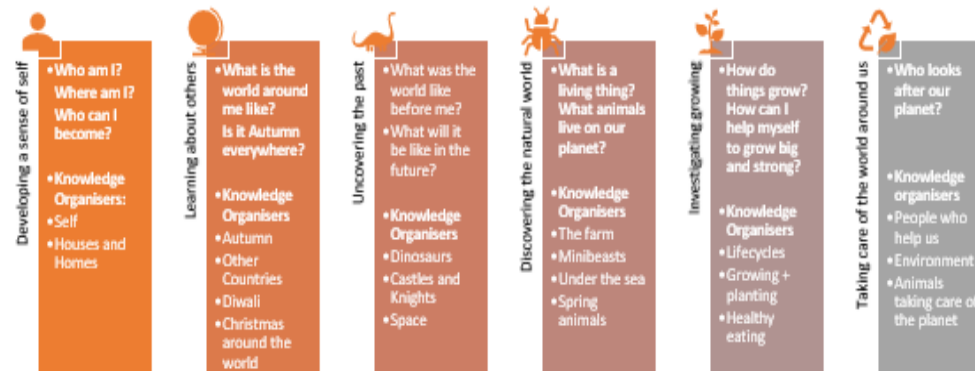
children's engagement, enjoyment of learning and motivation. The curriculum in the Early Years provides a structure and sense of direction, whilst ensuring there are ambitious opportunities for children to learn. Our curriculum recognises children's prior learning and experiences and seeks to build on these, developing their skills and knowledge through a variety of themes and first-hand experiences that stimulate their curiosity. The curriculum is designed to meet the needs of all children ensuring adaptations are made where necessary.

**Play and exploration** are at the heart of our Early Years practice and children are exposed to well-organised and resourced environments that spark their interests and allow for independence and sustained shared thinking.

**Community involvement** is an essential part of our curriculum. We ensure children know their local community by exploring this first-hand, understanding what it looks like, who can help us within our community and how we can look after our community ourselves. This sense of community also includes working in close partnership with parents and carers to ensure children have effective transitions, feel safe and can reach their full potential.

## EYFS Planning

With the thorough mapping of key questions and themes, we can ensure learning has depth and breadth across all seven areas of learning and the Characteristics of Effective Teaching and Learning, while still providing flexibility to follow children's interests.



Regular **observations** and professional conversations provide staff with a clear understanding of whether children are on track to reach developmental milestones, allowing them to be responsive in their teaching and planning enhancement opportunities that both build on children's skills and provide challenge.

A carefully considered **timetable** allows a balance between adult-guided learning and spontaneous child led learning. Providing children with indoor and outdoor environments with access to high quality resources that they can interact with by following their own interests supports children to develop their independence, character, knowledge and understanding and this is carefully scaffolded by highly skilled EYFS staff. This, coupled with the daily rigorous teaching of Literacy, Maths and Phonics provides the direct teaching of new skills and concepts to deepen and consolidate their learning.

**Phonics** is taught through BookWings Phonics, linking the teaching of systematic synthetic phonics to high quality texts and multi-sensory



## Oasis Academy Warndon Early Years Policy

learning. This approach allows children to be exposed to new graphemes and phonemes and practice reading and writing whilst developing a love of literature in line with our Reading Intent. All aspects of phase 1 phonics begin in Happy Hearts with daily activities to develop phonemic awareness. Books are sent home each week, starting with picture books in Happy Hearts and Pre-School through to decodable books in Reception.

With traditionally low starting points for Speech, Language and Communication, a high emphasis is placed on the development of understanding language and vocabulary development. Our timetable includes rigorous adult teaching that explicitly models and supports the understanding and implementation of new vocabulary and sentence building through **The Write Stuff approach**. In addition to this, we offer enhancements within the environment to provide opportunities for children to explore new vocabulary in context, as well as, “time to talk” each morning, which provides an uninterrupted time purely for conversation. Our school speech and language therapists provide bespoke support to children with Speech, Language and Communication needs as well as supporting the assessment and delivery of the NELI programme in Reception, ECAT and Wellcomm programmes in Nursery.

**Mathematics** has been carefully planned across the year following NCETM planning, to ensure mastery and depth. Emphasis is placed on building strength with numbers to ten and number sense, whilst access to a variety of resources provide provocations that support a wide range of mathematical skills.

### **Assessment:**

- Teachers observe children and discuss with their team where the children are, where the gaps are and what provision needs to be in place to diminish the difference.
- Children are formatively assessed three times a year and termly PPMs are completed, the data is used to provide support for children who are not on track. This can include therapies, adaptations to the environment and precision teaching.
- Phonics assessments and tracking completed in Reception at the end of each Phase taught.

### **Monitoring:**

- Environment checks, learning walks, book scrutinies, planning scrutinies and lesson observations are completed termly to ensure expectations are being met.
- Staff CPD sessions are built around monitoring outcomes.

At Oasis Academy Warndon, we aim to ensure all children make good progress and to support them to achieve a good level of development in line with the Early Learning Goals at the end of the Reception Year and good transitions to Year 1. However, in addition to academic success, we are committed to the development of character to ensure children are well-rounded and prepared for their future beyond education. The Characteristics of Effective Teaching and Learning and our Oasis 9 Habits approach underpin everything we do, and we ensure children understand what these are and how they can show and develop these.



# Oasis Academy Warndon Early Years Policy

## Characteristics of effective learning

We recognise that children learn in different ways, through developing skills and knowledge alongside learning behaviours. In planning and guiding children's activities, practitioners 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.

To engage the children with the characteristics we use 'Dino Powers'. These are characters that the children use and recognise to understand and celebrate their achievements. Children receive certificates and stickers when they have displayed the dino powers.

 Explorosaurus	 Stickosaurus	 Thinkosaurus
<b>Finding out and exploring</b> -Showing curiosity about objects, events and people -Using senses to explore the world around them -Engaging in open-ended activity	<b>Being involved and concentrating</b> -Maintaining focus on their activity for a period of time -Showing high levels of energy, fascination -Not easily distracted -Paying attention to detail	<b>Having their own ideas</b> -Thinking of ideas -Finding ways to solve problems -Finding new ways to do things
<b>Playing with what they know</b> -Pretending objects are things from their experience -representing their experiences in play -Taking on a role in their play -Acting out experiences with other people	<b>Keeping on trying</b> -Persisting with an activity when challenges occur -Showing a belief that more effort or a different approach will pay off -Bouncing back after difficulties	<b>Making Links</b> -Making links and noticing patterns in their experience -Making predictions -Testing their ideas -Developing ideas of grouping, sequences, causes and effect
<b>Being willing to have a go</b> -Initiating activities -Seeking challenge -Showing a 'can do' attitude -Taking a risk, engaging in new experiences, and learning by trial and error	<b>Enjoying achieving what they set out to do</b> -Showing satisfaction when meeting their own goals -Being proud of how they accomplished something-not just the end result -Enjoying meeting new challenges for their sake rather than external rewards or praise	<b>Choosing ways to do things</b> -Planning, making decisions about how to approach a task, solve problems and reach a goal -Checking how well their activities are going -Changing strategy as needed



# Oasis Academy Warndon Early Years Policy

## **Parents as Partners**

At Oasis Academy Warndon we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

Practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the setting through letters, reading records and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. Whole school newsletters are also sent home on a regular basis.

## **Oasis Academy Warndon offers community/families:**

- The Raising Early Attainment in Literacy (REAL) project supports disadvantaged pupils through EYPP, this works alongside parents and has impacted well on progress.
- Regular stay and play sessions which are well attended support parents with their child's home learning.
- Visits within the local community to look at different houses and homes, trips to the local shops to look at environmental print and the Easter parade to the local church.

- The setting has a friendly, open-door ethos and practitioners are available to talk to parents at the beginning and end of the day.
- Parents have access to their child's online learning journal via the class app 'Seesaw', where parents can like/comment on their child's learning that has been posted. Practitioners will also send out communication via this app.
- Parent consultations throughout the academic year: in the Autumn, Spring and Summer term.
- An induction meeting for parents at the start of the year, where we give information regarding transition into Reception, the curriculum, trips, visits, and behaviour.

## **Safeguarding**

We have a duty of care to all children to ensure they are safe and free from harm. If your child has any accidents or has hurt themselves please let a practitioner know. We are duty bound to follow up any unusual marks or injuries reporting them to the safeguarding authority that may need to follow them up. If your child has had an accident, we will inform you prior to collection where possible. We follow the guidelines set out by the department for education that at least one member of staff in each class is paediatric first aid trained. If someone different is collecting your child, please let a member of staff know and introduce us to that person prior to their day of collection. We will not let your child go unless we have been informed of a change. No-one who is under the age of 16 can collect a child.

The designated safeguarding lead in the academy and all staff follow the guidance and procedures in line with the local safeguarding children's board. All staff receive safeguarding training on a regular basis, this



## Oasis Academy Warndon Early Years Policy

enables staff to identify signs of possible abuse and neglect at the earliest opportunity, to respond in a timely and appropriate way. Staff show regard to the governments statutory guidance. All staff who work in the academy are enhanced criminal record checked (DBS).

*See Safeguarding Policy, Late and Non collection Policy, Missing Child Policy, Social Media Policy.*

### **Staff to child ratios:**

**Happy Hearts- for children aged two** 1:4 ratio, at least one member of staff holds a full and relevant level 3 qualification, all other staff hold a full and relevant level 2 qualification. Apprentices aged over 16 are included in ratios.

**Early Explorers- for children aged three** 1:13 ratio when the teacher is working directly with the children. 1:8 ratio when the teacher is not working directly with the children, at least one member of staff holds a full and relevant level 3 qualification, all other staff hold a full and relevant level 2. Apprentices aged over 16 are included in ratios.

**Reception-** where the majority of children reach the age of five or older within the school year. A teaching assistant works alongside the teacher.

### **Health**

We promote good health in school, an attendance procedure is in place for monitoring attendance, the academy follows government guidelines on illness or infections.

**Medicines-** both prescription and non-prescription can only be administered to a child where written permission has been obtained by the child's parent or carer. A written record is kept each time medicine is administered.

*See Administering Medication policy.*

**Food and drink-** Meals, snacks and drinks provided are healthy, nutritious, and balanced. Any special dietary requirements, preferences and food allergies are recorded by staff before children start the setting. Fresh drinking water is always available and accessible. All staff are food hygiene trained.

**Accident or Injury-** A first aid box is accessible at all times; a written record is kept, and parents are informed.

**Managing behaviour-** A whole school behaviour policy is in place with positive rewards and sanctions in place. Parents are invited to share in celebrations and will be informed of any inadequate behaviour. *See Behaviour Policy and Biting policy.*

**Environment and equipment-** The health and safety policy is followed to ensure the setting is fit for purpose, floor space requirements are adhered to and follow the following criteria.

- Two year olds: 2.5 m2 per child
- Aged three to five years: 2.3m2 per child

Access to outdoor play is available daily- with a balance of planned and child-initiated activities. Changing facilities are available in both Nurseries and children across the setting have access to suitable toileting and hand basin facilities.

Quiet rooms are available for confidential discussions with parents, collection arrangements are adhered to, and all visitors must be signed in at the main office.

**Risk Assessments-** All reasonable steps are taken to ensure staff and children in our care are not exposed to risks. Written risk assessments are completed for the environment and resources that may pose a risk, these





# Oasis Academy Warndon Early Years Policy

are shared with all staff, and are reviewed on a regular basis. *See risk assessments and Sun safety policy*

**Outings-** Risk assessments are carried out to identify any potential risks or hazards, child to adult ratios are included in this.

## Inclusion

In the EYFS, we set realistic and challenging expectations that meet the needs of our children whereby some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. 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 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 challenge activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and taking action to provide support as necessary.

*See School Inclusion Policy.*

## **Special educational needs (SEND)**

Arrangements are in place to support identify and support children with SEND needs. *See SEN Policy*

## **Equal Opportunities**

All staff at Oasis Academy Warndon have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, can experience a challenging and enjoyable programme of learning and development within the EYFS setting. *See Equality Policy*

## **Information and records**

GDPR procedures are followed when sharing information with other professionals, staff have received GDPR training. Records on tapestry are managed online. Parents sign a 'Use agreement' before using tapestry. Parents are kept up to date with the name of their child's key person, how the academy deliver the EYFS, daily routines and activities available, how parents can share learning at home, food and drink provided, and details of all policies.

Please refer to our school website for any additional school policies or information.