



Foxhole
Learning
Academy

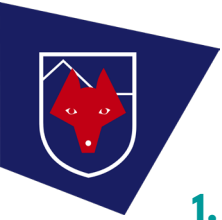


Early Years Foundation Stage Policy

Version Number	Version 2
Date Adopted by Governors	May 2024
Scheduled Review Date	Summer 2025
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

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Kernow Learning



1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind. Gaps in learning are identified quickly and high-quality personalised provision is put in place to close the gaps.
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

This document also complies with our funding agreement and articles of association.

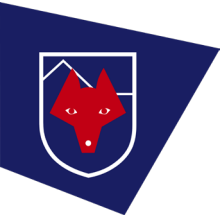
3. Structure of the EYFS

At Foxhole Learning Academy, children start in our Reception in the September of the academic year that they turn five.

4. Our Curriculum

Our broad and balanced curriculum is the starting point in which children begin their learning journey at Foxhole Learning Academy. Our EYFS children have opportunities to learn collaboratively with KS1, exploring topics together and sharing learning experiences.

Our curriculum is supported by the Development Matters 2020 framework with practitioners sequencing the curriculum in such a way that allows children to make good progress. Adults recognise the importance of children being taken on a journey from being novices to experts. Children receive high quality first teaching with gaps in learning being identified and targeted quickly. Learners have clear opportunities to express and imbed new learning independently.



The learning environment provides a calm, nurturing and provocative space for children to develop physically, cognitively, verbally and emotionally. This environment allows children to develop into independent curious learners.

Our curriculum is formed by intertwining the Statutory Early Years Foundation Stage (EYFS) Educational Programmes with the Development Matters guidance, children's interests and linking it with the school community.

At Foxhole Learning Academy we believe that the use of the Outdoor Environment allows children to gain confidence, increase social and communication skills, develop both gross and fine motor skills and gain knowledge and understanding of the natural world around them. Our weekly Forest School sessions allow the children to interact with nature through science, the arts and exploration.

Communication and language is key to our learning. New vocabulary is introduced, and children are encouraged to use it. Adults interact and carefully question children encouraging children to develop their thinking skills. We have a thematic approach to learning which is engaging, purposeful and where children can make links and build on previous learning.

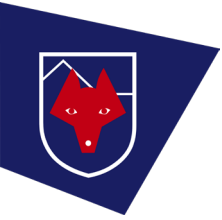
A love of reading is shared with our children. Our themes link to a range of high quality fiction, non-fiction and poetry books. We follow the children's interests especially when playing and interacting with them.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:



- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children's natural curiosity and desire to learn is nurtured and fostered through learning opportunities to imbed the Characteristics of Effective Learning. They are set out as follows.

Playing and Exploring

- Finding and exploring
- Playing with what they know
- Being willing to 'have a go'.

Active Learning

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do.

Thinking Creatively and Thinking Critically

- Having their own ideas
- Making links
- Working with ideas

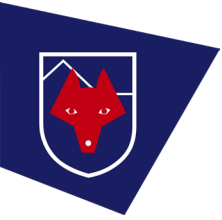
4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively.

Children's interests are observed, recorded and added to our planning and then enhanced by adults. Staff take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan and enhance learning experiences that allow children to reach their next steps.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Our long-term plan is flexible to meet the interests, needs and stage of development of each cohort. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Children have planned learning opportunities to learn in both the indoors and outdoor learning environments.



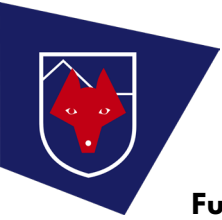
4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, in both the inside and outside learning environments. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Through high quality questioning and purposeful interactions, children's language can be developed and practise. Children need to have great language skills to develop as learners and to be safe. At school we are highly ambitious and passionate about developing children's oracy skills.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

4.3 Timetable of a typical day

8.45am to 9am	Welcome, name writing, letter formation activity, register, timetable of the day
9am to 10am	Literacy learning time; including adult led activity and writing-based activities.
10am to 10.45am	Read, Write, Inc. Phonics – children are streamed to be taught at their appropriate reading level.
10.45am-11am	Snack, milk and story time.
11am-11.15 am	Outdoor Play (outside provision)
11.15am to 12:00pm	Maths Learning Time; including carpet session with songs and nursery rhymes leading into an adult led task and independent learning with a maths focus.
12.00pm - 1pm	Lunch Time
1pm –2pm	Storytime; Funky Finger activity, Topic input and linked activities including an adult led activity.
2pm to 3pm	Plan, Do, Review – Children independently plan their own learning, complete this and review their learning using oracy skills. All areas of learning operational, inside and outside. (This would include PE session and Circle Time)
3pm to 3.15pm	Story and get ready for home



Funky Finger Disco – a daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing.

Read Write Inc – all schools are required to teach systematic synthetic phonics through a government validated programme. We use Read Write Inc. The session is a mixture of whole class and small groups activities, including guided reading/writing activities and independent table activities such as puzzles, beads and other fine motor activities.

Independent Learning time – the inside and outside environments are split into different areas. Resources for the areas are freely available to the children and they are encouraged to ‘choose it, use it and put it away’. Adults in the setting engage in ‘co-play’ with the children.

Maths carpet session – this is an adult led session to support children develop the essential maths concepts - both in number and in shape, space and measure - that the children will need to master to be able to excel mathematically. The children then have the opportunity to build on and apply this understanding during independent learning time. We particularly focus on ‘number sense’ and ensuring that children have the tools they need to solve problems related to the concepts they are learning. We follow the White Rose maths programme and interlink this with resources from the National Centre for Excellence in the Teaching of Mathematics.

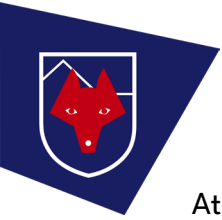
The subject learning time is an opportunity to learn through discussion and stories of our current topic. This is interwoven into independent learning that allows children to explore the themes around the topic.

5. Assessment

At Foxhole Learning Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. Additionally, Staff take into account observations and information shared by parents and/or carers.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

Termly summative assessment are placed on the trust wide Assessment system. This data is shared internally and feeds into the planning of the following term. It provides the school with a breakdown of cohort analysis.



At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the [Development Matters guidance](#)) and in partnership with Kernow Learning, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

At Foxhole Learning Academy we want parents and /or carers and our wider community to be involved in their child's learning through learning cafes, our half termly fabulous finishes, attending parents' evenings, Class Dojo, our school website and more. We believe in 2-way communication and have an open-door policy.

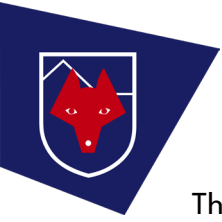
As part of this there are some apps and websites that we use to help communicate with parents and/or carers.

Class Dojo app: We use this in school as part of our behaviour system. We also use it as a messaging app and to post information about what is happening in the school and in the classroom.

Tapestry app: This is our online learning journey. We post pictures of childrens' learning at school here and invite parents and/or carers to post on here as well.

We use an app called MYEd to communicate with parents. Through this app you will be able to receive messages, book school lunches and make any payments for trips etc.

Parents and/or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.



Throughout the year parents are invited to come and celebrate their children's learning through our Fabulous Finishes and performances.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The importance of eating a balanced diet
- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed on an annual basis.



Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Can be found on the website
Safeguarding policy and procedures	See child protection and safeguarding 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 checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy