



# Carr Lodge Academy

## Foundation Stage

### Policy

Last Updated: September 23  
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Within our Foundation Stage you will see:

Children who are inquisitive, creative and growing in independence. Adults who nurture the children to be their very best, by fostering and inspiring children's love of learning. A calm, inviting and engaging environment where children can wonder, explore and investigate.

Every child deserves the best possible start in life and the support and care 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.**

#### **Introduction to Carr Lodge EYFS**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, children begin attending our Nursery at the start of the school year in which they turn four (usually in September). However, some children will start at different points within the year and we refer to these pupils as our 'early risers'. Children within Nursery attend either a morning or afternoon session. We do also offer 30-hour provision for some of our eligible children. Reception children begin attending school full time at the start of the school year in which they turn five. These children will then continue their education with us and at the end of the reception year they will transition into KS1.

#### **Carr Lodge EYFS Curriculum Intent**

At Carr Lodge Academy we aim to provide motivating first-hand experiences whilst encouraging children to build resilience, independence and a lifelong love of learning. We aim to build upon the wealth of knowledge and skills children already have when they arrive and seek their input and interests when planning and providing new activities and experiences.

We recognise that all children are unique, celebrating and welcoming differences within our school community. Therefore, our curriculum is child-centred following the interests and fascinations of the children in the current year group. We are passionate about children leading and engrossing themselves in their learning. We support children to develop their skills through promoting our characteristics of effective learning. Children are praised for showing fantastic learning behaviours. Our characters are shown below:

Resilient Rosie  
Inquisitive Isaac  
Thinking Twins  
Collaborative Crew  
Reflective Ronnie



At Carr Lodge EYFS we aim to:

- Provide a broad and varied curriculum that offers a wide range of opportunities, to ensure children gain a variety of skills, which will support them through school and beyond. We will work on broadening their experiences by providing opportunities to try new things and encouraging them to relish a new challenge.
- Provide a safe but stimulating environment where children feel secure enough to make mistakes and exercise and develop their learning skills.
- Provide high expectations that encourage children to develop perseverance and self-belief so that they can problem solve and achieve far more than they ever expected.
- Provide a learning environment that helps children achieve their potential and support those who need additional help in order to maximise their chances of achieving the early learning goals at the end of the reception year.
- Provide children opportunities to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our community and are equipped with all the tools they need to transition to Year 1 effectively.
- Ensure children are immersed in a language rich environment where children learn to communicate effectively with others, widen their vocabulary and develop early Literacy skills that are needed in order to begin reading and writing.
- Promote a love of learning to equip children with the correct attitudes and motivation to help them drive their way through the rest of their learning journey, and become life-long learners.
- Develop the skills and expertise of staff working within the phase, through regular and comprehensive professional development either run by the EYFS Leader or attending courses run by other providers.

### **Carr Lodge EYFS Curriculum Implementation**

Carr Lodge follows the Early Years Statutory Framework for the Early years Foundation Stage (Updated for September 2021). This document specifies the requirements for learning and development in the EYFS and provides the prime and specific areas of learning we must cover within our own curriculum. The curriculum is meticulously planned to meet the needs of all learners. Staff follow the curriculum and throughout the year plan exciting and engaging activities that will promote strong pupil progression. Our whole school curriculum is planned right from Nursery and goes all the way to year 6; this is to ensure there is clear sequential progression of skills and knowledge. This may involve following a class theme where we take advantage of cross-curricular links in order to combine transferable skills and develop a wide-

ranging vocabulary. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one-to-one way with teacher and child. Each year creates its own unique blend of whole class, guided, adult directed play and child-initiated play activities dependant on the nature and needs of the class of individuals. In addition to our long-term and weekly plans, practitioners will often respond to children in the moment, with every interaction following the observe-assess-plan process (see below). These moments in learning are centred around the individual child and their developmental needs and interests in that particular moment.



Children within the EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. Our outdoor area is open all year round and in all but the most challenging weather conditions. Children make their own decisions about where they learn best and teachers ensure that there are many opportunities for all areas of learning both inside and outside. The opportunities for learning outside are always different to the ones inside. This is so children are able to experience a wide range of different activities and opportunities.

### Basic Skills Teaching

We believe that all children need to develop their basic skills in order to progress throughout school. This is why we take such a driven approach to teaching and learning within EYFS to ensure all of our children are equipped for year 1 when they leave our phase. By the end of reception, through the hard work of staff we strive to ensure all of our children are confident mathematicians, writers and readers. We also ensure children are taught how to be kind, communicate effectively and resolve simple conflicts to ensure they are ready for KS1 and beyond.

## **Phonics & Literacy**

At Carr Lodge we now follow the Little Wandle programme for teaching phonics (since Jan 2022). All staff adhere to the whole school phonics policy to ensure we take a consistent approach throughout school. Every child within FS2 will be taught phonics daily. The staff also offer intervention opportunities for those who find this area of learning more difficult and have been identified through our rigorous and robust assessment system. We use the phonics session to also develop children's expertise in handwriting. Children's love of learning is promoted throughout the setting and children are often found hidden with a good book. Children take home 2 books per week - a phonics matched book and a library book. Children are also encouraged to fill in book reviews periodically throughout the year. Children are read to every day and books are strategically placed across the provision for children to easily access them. Children are encouraged to write for a purpose to instil a love of writing. Children write notes, letters, emails and in various other contexts.

## **Maths**

We believe the opportunity to teach maths is absolutely everywhere! We therefore provide a range of mathematical opportunities both inside and outside. Maths is taught through provision, adult led groups and also through daily opportunities, such as register/line up time. Staff plan out their mathematical teaching to ensure all learners progress well and leave our phase with a good grasp of number knowledge to start their early school life as budding mathematicians. Staff use resources from the White Rose Hub and Master the Curriculum to plan out the sequence and content of learning.

## **Communication & Language**

We understand that language is the key to all areas of learning and ensure language is 'taught and not caught'. Staff work hard to develop language rich environments and ensure there is constantly opportunity to develop vocab. Teachers also work closely with parents, the schools SENDCO and the external speech and language team.

We also provide effective and focused intervention for those children who are finding learning challenging and are not on track to meet expectations at the end of the year. This will be provided in an inclusive way and support from parents is enlisted at an early stage. This is to ensure that the children have every chance of meeting the ELGs and make good progress throughout the year.

## **Evidence of Learning**

The EYFS team collect meaningful observations of each pupil throughout the year. This includes written work, photos and videos. Most of which is then shared with parents daily, using the Tapestry app. This means that parents can engage with school regularly about their child's learning and can contribute to the knowledge we have of the child within school. Parents are very active and love to use Tapestry to record the milestones children make at home during the year.

We love to provide children with opportunities that lots of them have not yet experienced before or that enhance their learning within school. We often go on school visits or invite adults into school. For example, during our animal unit of learning - we ensure children get chance to get up close and personal with the animals at the Yorkshire Wildlife Park. We ensure that all of our visits are purposeful, linked to learning and will provide that spark for further immersion in a theme or project.

### **Provision & Values**

Within our setting, we have various areas of provision set up to ensure children can build upon different skills. Staff plan provision on a weekly basis, based upon skill progression. All of our classroom walls are neutral, to make for a warming, calming environment. We ensure areas are set up for purpose, quiet areas for reading and larger areas for role-play and construction. The team at Carr Lodge work tirelessly to ensure that children work and learn within a kind, caring and happy environment which helps them to develop a real love for school. Our environment is a positive place where resilience, perseverance and successes are celebrated and every child feels valued and respected.

### **Carr Lodge EYFS Curriculum Impact**

The impact of our EYFS curriculum is reflected in having excited, happy, confident and curious children that love coming to our school. Our children are fantastic learners who model the highest level of enthusiasm and behaviour. Children make great progress from their starting points and parents are often shocked at how much their children grow, develop and flourish during the time with us. This is reflected in our GLD results that are consistently above national average.

### **Assessment**

We measure children's progress across the year through a range of formative and summative assessments which are based on the teacher's knowledge of the child. Teacher knowledge is also supplemented with written assessments, photographs and videos taken of each child during the year.

Impact is also evident through our successful transitions into Year 1. Our EYFS staff have a great understanding of how ELG's link to the National Curriculum, and through our robust planning and delivery across the spectrum of subjects (both core and foundation) children leave the EYFS stage with the skills, knowledge, confidence and drive continue their journey throughout school and beyond.

The Early Years provision has its own section on the ADP each year that is rigorously monitored and evaluated by the EYFS Lead Mrs Scurfield and Principal Mrs Crampton.

## **The EYFS Foundation Stage Framework**

### **The four key principles:**

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **A Unique Child**

At Carr Lodge Academy we recognise that 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. This is why we provide support, praise and heaps of encouragement to all of our pupils.

### **Positive relationships**

Children learn to be strong, independent individuals by developing secure relationships with adults and peers alike. Relationships with parents and carers are also important and will be nurtured and developed.

### **Enabling environments**

Learning 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**

Carr Lodge Academy is organised in a way that encourages children to explore and learn safely across the foundation classrooms, with indoor and outdoor provision. There are areas for lively and active activities such as role play, and others for quiet time and rest. Our setting is designed to enable children to learn and play alongside their peers and independently.

The below areas are the areas in which we teach, promote and develop throughout the Foundation Stage. The areas are also the areas we report on in terms of assessment and reporting to parents.

### **The framework's 'prime' areas of learning and development are:**

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

### **The framework's 'specific' areas of learning and development are:**

- Literacy (includes reading and writing).
- Mathematics.
- Understanding of the world.
- Expressive arts and design.

Learning and development is promoted through a mix of adult-led and child-initiated activity. Play is such an important to learning and we therefore do not make a distinction between work and play. The time we spend within provision playing is called 'Busy Time'. We plan children's activities to reflect their interests at the time. Assessment is conducted through observation and focused individual, group and whole class teaching sessions.

### **The Learning Environment and Outdoor Spaces**

Our classrooms are organised in such a way that children can explore and learn in a safe, exciting and engaging environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor space offers children the opportunity to explore a different environment, presenting them with different challenges and experiences. For example, the outside provides us with an area in which much larger scale activities can take place such as large mark making, open ended water play and larger construction.

### **Home School Partnerships**

We recognise that parents are the child's primary educator and we recognise this important role through regular engagement including:

- Initial information meetings.
- Having an open door policy to enable parents to come and speak with staff should they have any concerns.
- Twice annual parents' evenings.
- Regular parent's sessions e.g. phonic and maths sessions.
- Events and activities throughout the year which bring together children, parents and the school. e.g. celebration days.
- Sending activities home for parents to complete with their children.
- Tapestry – allowing parents to contribute online to their child's learning journey.

### **Responsibilities within Foundation Stage**

The Principal, supported by the Early Years Foundation Stage Leader, is responsible for the implementation and management of the Early Years Foundation Stage Policy at Carr Lodge Academy. It is the responsibility of every member of staff to implement that policy in their day-to-day actions and experiences.



### **Assessment and Reporting to Parents**

Upon entry to reception, each child will take the RBA (Reception Baseline Assessment). This is a statutory assessment that is done 1:1 with pupils using an online platform. Assessing children's progress is a continuous process throughout the EYFS. At the end of reception there is a legal requirement for us to assess all children against the early learning goals in order to identify whether they have 'met' or 'not met' these goals. These assessments are reported to parents, to the Local Authority and the DfE. We moderate our judgments across the primary schools within the Exceed Learning Partnership Trust. If a child is at risk of not meeting these goals parents will be informed and additional support will be put in place for these pupils.

### **Safeguarding**

The safety of every child is paramount at Carr Lodge. We have a robust Safeguarding & Child Protection Policy to ensure the children in our care are protected; our policies are located on our school website. The setting has risk assessments for both indoor and outdoor provision and both the FS Leader and site supervisor are in charge of the daily risk checks.