

# Oasis Academy Marksbury Road

## Early Years Foundation Stage

Date: September 2024



*“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.*

**Statutory Framework for the Early Years foundation stage March 2021**

**The aims of this policy are:**

- To ensure that the Academy fully complies with the requirements of the DfE Statutory framework for the early years foundation stage, setting the standards for learning, development and care for children from birth to five (end of reception year), September, 2021
- To provide an exceptional education promoting teaching and learning to ensure children’s ‘school readiness’ and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life

**Our Intent**

In our Early Years Foundation Stage (EYFS), we provide a secure learning environment and engaging curriculum for 4-5 year-olds. We build warm and caring relationships, encourage the children’s creativity, and develop their independence. We have high expectations, and we believe in providing children with first hand experiences, which empower them to be actively involved in their own learning in a meaningful way. Our statement of intent also includes the OCL three C’s: Character, Competence and Community. The EYFS provides children with their first experiences of understanding who they are and their place in the world. These are carefully mapped out throughout the year, ensuring that children are exposed to different elements of doing so, e.g., our place in our world, where we live, where we are in the world and how others live around our world. With this, children begin to understand their own feelings and emotions and are able to accept responsibility for their actions. Our children learn in a variety of ways, both indoors and outdoors, covering all areas of the Early Years framework. Their learning takes place through adult led carpet sessions, adult led small group learning, independent learning opportunities and access to child led continuous provision.

Our curriculum is underpinned with a strong emphasis on developing and valuing every child who enters our doors – which, in turn means we can ensure that no child is left behind and everyone achieves their full potential. To ensure all children achieve this, EYFS staff map out essential and potential themes and key skills, carefully plan the environment and ensure it is purposeful, as well as developing targeted assessment.

Communication and language forms a key thread that runs throughout our bespoke Marksbury Road EYFS curriculum; this area of learning is crucial to support our children to be able to access the curriculum and reach their full potential. Through quality interactions and high-level questioning, children are encouraged to use their language to talk about what we are learning and interact with others. This supports our children as some

of our children enter our EYFS with a very low level of English, and many enter with communication skills significantly below age related expectations. We provide a range of interventions to support children, and these are designed to rapidly develop and promote language and vocabulary.

We support all of our children to do the best that they can whilst in our EYFS, providing them with opportunities and experiences that excite and inspire them, building the fundamentals for their educational journey. We drive to achieve consistently good levels of development (GLD) and this results in an extremely successful transition into year 1.

### Staffing 2024-2025

EARLY YEARS LEAD: Miss L Kitchen	
Reception – Busy Bees	Reception – Active Ants
Miss L Kitchen – Class teacher (QTS)	Miss R Sainsbury – Class teacher (QTS)
Miss M Hughes – TA (Mon + Weds)	Miss C Jones – Teaching Assistant
Miss A Stanley – TA (Tues + Thurs)	Ab – TA (shared across both classes)
Ab – TA (shared across both classes)	
<p>Staff are subject to change and are present on different days            At times, the EYFS may have different staff from across the academy supporting, visiting volunteers, student teachers, apprentices and teaching assistant students working in the setting alongside the staff.            Other professionals may also work within the setting throughout the year.</p>	
STAFFING RATIOS	
<p>Reception classes in maintained schools and academies are subject to infant class size legislation.            The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to <b>30 pupils</b> per school teacher (QTS, EYPS)            1:30</p>	

The EYFS is based upon four principles:

**Every child is a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured

Children learn to be strong and independent through **positive relationships**

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

**Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Here at Oasis Academy Marksbury Road we meet the EYFS requirements for learning and development and for safeguarding children and promoting their welfare. We use the [Early Years Foundation Profile](#) (January, 2024) as a guide to ensure all children receive the care and education they deserve.

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
- 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 AREAS OF LEARNING AND DEVELOPMENT

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

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

### Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's competence development in speaking and listening and attention focuses on ensuring this develops rapidly. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions, as well as explicitly teaching new vocabulary. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions, singing songs together and circle times.

All children in our Early Years participate in a speech and language assessment. This assesses their vocabulary understanding, sentence structure and listening. After they have been assessed staff can provide suitable activities to support their development further.

## Personal, Social and Emotional Development (PSE)

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves, as well as problem solving and regulating their emotions. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs.

Children are encouraged to become confident and develop a positive self-image. All children within the EYFS take part in Jigsaw PSHE weekly sessions to support this development; this is in the form of circle times. Last year, the DfE introduced a particular aspect into the Development Matters; Self-Regulation. This is when the children begin to understand how to regulate their emotions and match their actions to those emotions. By the end of reception, children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions, ([EYFSP, 2023](#)).

## Academy Behaviour policy links with PSE

This prime area of learning is significantly important when upholding the Academy's behaviour for learning policy as young reception children are still learning how to work with and get along with each other, and are finding out what's acceptable, and a positive behaviour, and what's not.

At Marksbury Road, we strive to promote an environment where all feel happy, safe and secure. For this reason we aim to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others.
- Develop positive learning behaviours including self-direction, resilience, and self-control.
- Self-regulate (as developmentally appropriate) their own behaviour by developing skills and confidence in managing conflict and difficulty.
- Understand and become literate in discussing their own and others emotions.
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century.
- Develop their ethical approaches and values in their lives.
- Understand and enact the 9 Habits within and outside of school, enhancing their Character, Competence and sense of Community.

The Marksbury Road localised policy builds from The Bristol Approach and the OCL curriculum, integrating the 3 C's: Character, Competence, and Community as well as incorporating the drivers for inclusion, equality and relationships. It uses Trauma Informed Practice and an understanding of ACES, supported by the most up to

date information and research into behaviour, to ensure our offer develops the soft skills children need to enhance their emotional and social capacity ensuring they are able to learn.

At Oasis Academy Marksbury Road we understand that challenging behaviour is a communication of an unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and supporting behaviour and our staff work to identify the need and provide developmentally appropriate support to remove these barriers to ensure successful engagement in school life.

These skills, when provided within a significant relationship with an adult, will provide a relational basis for a child's emotional, social and neurological development. We understand that being 'fair' is not about everyone getting the same but about everyone getting what they need in order to thrive. By taking a nonjudgemental, curious and empathic attitude towards behaviour we encourage all Staff Members to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with Social, Emotional, and Mental Health (SEMH) difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

The four principals that underpin our behaviour policy in line with trauma informed practice are Regulate, Relate, Reason and Repair. The community we serve has a high proportion of children who have suffered or are suffering multiple ACEs (Adverse Childhood Experiences). This means our approach needs to be trauma sensitive, trauma aware, trauma informed and trauma responsive. Our approach is based on a need for children to be able to regulate, relate, reason and repair to help them recover.

Discipline in the EYFS operates in the first instance through positive praise, to promote a child's confidence, self-esteem and to clearly demonstrate to the whole class the types of learning and playing behaviours that we value. We use a 'traffic light' system to support children. Discipline lies mainly in the hands of the class teacher who will usually deal with problems on the spot. Minor matters will normally be dealt with by expression of acceptable learning choices; children will be reminded of the Marksbury way.

The traffic light system we use in EYFS is explained below:



### **Gold**

Star of the day for the following day is chosen at the end of the day from someone who is on gold and a small certificate goes home with a brief explanation as to why they have been chosen (e.g. x is the star of the day because they were so kind to their friends today)



## Silver



## Green

All children start the day on green



## Amber

Reflection time – if a name moves to amber they need to spend 2 minutes in the reflection area doing a calming activity and reflecting on why they have been asked to do this, and then speak with a member of staff before returning to choosing time. If this happens during lesson time the reflection time will be taken at the end of the lesson. Name moves back up to green at the end of reflection time to guide child towards making more positive choices.



## Time out

Child will discretely be given a time out visual card if they have had reflection time and are still not making good choices. If they hurt another child on purpose they will immediately get a time out card even if they have not previously had reflection time.

There will not be a whole class symbol for time out time so as to reduce the shame and stigma around negative sanctions.

Child will need to spend 5 minutes having time out in the reflection area doing a calming activity, before spending time with an adult discussing the incident in a restorative manner. There will be a small card to be filled out by the adult based on discussions with the child which will be sent home to parents at the end of the day.

After time out has been completed, the child's name moves back to green and they can return to choosing time.

Teachers will use professional judgement as to whether time out needs to occur immediately if the negative behaviour happens mid lesson, or if it will happen after the lesson.

If repeated patterns of behaviour are noticed, the EYFS team will work closely with the EYFS lead and Senior Leadership Team, when appropriate, who will monitor the impact of the behaviour system. The Senior Leadership Team will provide support and guidance to all staff when required and will liaise with outside agencies when additional support is deemed necessary. The special educational needs co-ordinator (SENDco) may also be involved to support creating a personalised learning programme that meets the specific needs of the child.

Throughout all this, parents will keep informed and by working together positive progress will be made.



## Physical Development

Children are provided with opportunities to develop their physical abilities, as this is a key part of writing when they are ready to hold a pencil and form marks. Every day, children across EYFS participate in 'Dough Disco'; which is a programme that helps children develop their fine motor by squeezing playdough to music.

Children also take part in 'Squiggle while you Wiggle'; this involves developing the fine and gross motor skills needed to learn how to write. Children will use 'flipper flappers' to do actions that cover a range of skills to support their physical development. Children are supported in groups and individually to develop their handwriting throughout Reception using the scheme 'Letter Join'. It is important that they have the necessary fine and gross motor skills before they start to form letters.

They are encouraged to develop an increasing understanding of how their body works and what is needed to be healthy. This is done both indoors and outdoors and by working with a wide range of resources.

Children are encouraged to develop their self-care, from using the toilet independently to dressing themselves. In Reception children have weekly P.E lessons. Other opportunities for developing their physical ability are provided within the provision, both indoors and outdoors, including the use of carts, climbing frames and threading activities.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

## Literacy

In the EYFS, Literacy is broken down into three sections, Comprehension, Word Reading and Writing.

Everyday all EYFS children are involved in a literacy input, which may include a focus story or it may link to the topic. We follow The Write Stuff approach, and it is used across the EYFS, and the academy, which allows children to learn a range of stories using 'lenses' and learning new and key vocabulary. Within Reception, children will start to develop their mark making into forming letters. This links a lot with the Physical Development, as mentioned above.

During this process the children are given different strategies to support their writing, which include Grandma Fantastic - who delivers key vocabulary linked to different lenses: for example, if we are using the feelings lens whilst we discuss a character from a story, then the vocabulary will be tailored to that lens and character, and from there the development of the children's writing. As part of the development of the OCL curriculum, we take part in 'essential weeks', where two weeks of topics, to ensure children are provided with lots of



experiences, is provided. Throughout the rest of the year, the teachers plan the curriculum to ensure the continuity of development and understanding of the topic.

All children hear stories on a daily basis. Reception children have a 'Reading Club' and a group reading session where they learn strategies to support their reading – e.g. inferring, retrieving, predicting. Each child will be read with at least once a week with an adult 1:1. Reception children are all able to take a reading book home, which is changed on a weekly basis. The reading books are from the Rhino Readers scheme and link to the BookWings Phonics that is taught in class.

There are a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently and also take part in teacher led activities. The pre-writing work encourages correct pencil control, left/right orientation and correct letter formation.

By the end of reception, the age related expectation is:

**Comprehension:** children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate key events in stories. Children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Word Reading:** children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Writing:** children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. Children write simple phrases and sentences that can be read by others.

## Mathematics

Our Academy's aim is for all children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through foundation rhymes and number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measures. Children learning to tell the time and are given opportunities to learn about money and calculations such as adding, subtraction, doubling, halving and sharing. Maths is delivered through the OCL curriculum which has incorporated the use of resources from Maths Mastery, White Rose Maths and NCETM Numberblocks. Using these resources ensures that the children have multiple ways to understand key concepts of mathematics, and providing them with the best way of doing so.

By the end of reception, the age-related expectation is:

**Numbers:** children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5 and automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns:** children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children are given opportunities to develop computing skills to research and learn about the world, including past and present and the community.

### Expressive arts and design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities. Children are given opportunities to make paintings, drawings, collages, models and use basic musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other. Specific skills are taught, and provision set up to enable children to be creative and apply these skills, for example colour recognition, mixing paints, sorting, matching and using different tools. Children are given the opportunity to participate in Academy productions, assemblies and events.

In planning and guiding children's activities, staff 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

### OUTDOOR LEARNING

Our Academy has an EYFS outside learning spaces which children have access to throughout the day, with a variety of resources available to facilitate learning. In this area EYFS staff provide planned activities and challenges for children as well as giving opportunities for them to make their own choices. All staff will model,

interact, question and challenge children when learning in the outdoors as they do when learning in the classrooms. Staff will provide provocations to stimulate and extend their learning.

Children have access to carts and a small climbing frame in the EYFS outdoor area, as well as a larger climbing frame in the main playground. Parents are advised to dress their child appropriately, so the child can access outside learning at all times throughout the year. Relevant risk assessments are in place for the outside areas. All staff will be involved in assessing risk and will collaborate to develop risk assessments for key areas within the foundation stage.

## ASSESSMENT ARRANGEMENTS

As each child enters the Foundation Stage, observations and assessments are used to assess if a child is 'on track' or working 'off track' within the seventeen areas of learning. By the first half term of the child starting, a baseline assessment of each child will have been completed and this will inform planning and target setting. We also complete the Government mandated Reception Baseline Assessment which is administered to every child within 6 weeks of the child starting reception.

As the year progresses, children are monitored on their development and progress, through a range of observations, focused activities and independent choosing. Children's progress is tracked using two online systems called Insight and Bromcom. We have high expectations of all learners.

## Early Learning Goals

At the end of the reception year children will be assessed against the EYFS early learning goals (ELGs), stating whether they are MET or NOT MET for each area of the curriculum. Children who have met the first 12 of the 17 ELGs by the end of the year are categorised nationally to show a 'Good Level of Development' (GLD) This is specifically in personal, social and emotional development, physical development, communication and language, literacy and mathematics.

## Expected standards for Foundation stage:

Children are assessed throughout the year to check on their progress and plan their next steps.

Within Development Matters there are assessment checkpoints based on age bands. These can be found below:

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage.pdf)

## SPECIAL EDUCATION NEEDS

Care is taken to assess the needs of each child from their first entry into the Academy. Home and nursery transition visits are arranged as early as possible to the setting to ensure the children settle confidently into school. Should staff believe a child may have any additional needs the parent will be informed at an early

stage. Group and individual support is provided within the Academy where possible. The Academy has links with various agencies and, when necessary, their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting the Academy to support their child (see SEND policy for full information).

## THE ACADEMY DAY

### Reception

The Academy gates open at 8.30am.

A member of staff supervises the main gate to ensure that the children cannot leave the premises once their parent / carer has dropped them off.

Other members of staff are available within the EYFS area to supervise the children and take short messages from parents

Children come into the classroom and start to get busy with their daily jobs straight away.

All children are provided with a free fruit snack to eat in the morning, and free milk is provided every day for all 4 year olds. Once your child turns 5 you can choose to continue to have daily milk via the paid service.

**Any child arriving after 8.45am are late and will need to enter the Academy through the main entrance**

Punctuality is vital as lateness can quickly affect learning time - being late 10 minutes a day for one week is 50 minutes of lost learning!

Lunch time is 11.45am-1pm

**All children have a hot healthy meal cooked by our provider Sodexo – this is part of the Universal Free School Meals where children up until year 2 are entitled to a free school meal.** However you are welcome

to send in a healthy, nut free packed lunch if you prefer.

The Academy Day finishes at 3.20pm

## Attendance and punctuality

We believe that outstanding attendance is vital for all children's if they are to gain the most from the education we provide. There are clearly documented links between regular attendance and how well children achieve in school. Every Class teacher will follow up a child's absences and where necessary the Academy will follow up with an attendance meeting. Punctuality is vital as we are working hard to set up routines and structures in the reception classes - being late will affect this and may result in the child becoming unsettled and missing learning opportunities.

## Dinnertime & snacks

All reception children are entitled to a universal free school meal. At dinnertime, children are served a healthy balanced meal (meat option, vegetarian option, jacket potato with choice of fillings), which ensures all children have a nutritional meal to aid concentration levels in the afternoon. Dietary requirements can be met and the Academy has a completely 'nut' free kitchen. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they all sit together.

In reception, a healthy snack, milk and water are provided throughout the day. There is no charge for milk until the term before the child's 5th birthday; however, fruit is free of charge up until year 2.

## Allergies & medical information

Parents/carers will be asked to complete a form regarding their child's specific medical needs and any allergies that they may have. This will enable staff to be fully informed of a child's medical needs and they will discuss these with parents/carers as appropriate. Parents are asked to keep the Academy updated of any changes throughout the year.

## Health and Safety

The Academy has a health and safety policy (OCL health & safety policy 2020) and includes the designation of staff responsible for first aid within the Academy. All teaching assistants in EYFS have undertaken paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the Academy and are aware of safety issues. Risk assessments are undertaken before and after Academy activities take place, for example before any external trips or visits.

## SAFEGUARDING CHILDREN

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. Our Academy is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. We take child protection responsibilities very seriously. Any concerns that Academy staff have, will be recorded and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance – please see our OAMR Safeguarding Policy here: [Safeguarding & Child Protection Policy \(oasisacademymarksburyroad.org\)](https://oasisacademymarksburyroad.org)

## EQUALITY AND DISABILITY

All children in the Academy are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children and those with special educational needs are considered and the curriculum adapted to suit all levels of ability. All children are

learners. Please see our OAMR SEND policy here:

[Special Educational Needs and Disabilities \(SEND\) Policy - 2021.pdf \(oasisacademymarksburyroad.org\)](https://oasisacademymarksburyroad.org/Special_Educational_Needs_and_Disabilities_(SEND)_Policy_-_2021.pdf)

### Parents as Partners

We value developing positive relationships with parents and carers. Before children start reception, we make links with parents by visiting the children at home, as well as a stay and play visit to reception with the parents and carers. We have a strong parental engagement plan and parents are invited into the Academy throughout the year for events, workshops, stay and play sessions and parents mornings.

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