



EARLY YEARS FOUNDATION STAGE POLICY

At Isaac Newton Academy our aim is to equip every student with the knowledge, learning power and character necessary for success at university and beyond. The Reception Year at Isaac Newton Academy provides the foundation for all future learning. We aim to give children the broad range of knowledge and skills that provide the right foundation for excellent future progress through school and life. To ensure this, learning and development opportunities are planned around the needs and interests of each child and are assessed and reviewed regularly. Adults respond to each child's needs and interests, guiding development through warm, positive interactions in stimulating, well-resourced indoor and outdoor environments.

In the Reception Year it is the adults' role to teach, support, stimulate and extend children's learning through initiating and extending experiences and interacting skillfully and sensitively with children to scaffold, support and enhance learning.

We have developed a specific Early Years curriculum which combines the development of personal, social and emotional skills, opportunities for child-initiated learning and a broad curriculum with daily mathematics, phonics and literacy sessions.

We aim to meet each child's needs by:

- caring for the whole child, their health (both physical and mental), their feelings, their thinking and their all-round emotional and spiritual development
- ensuring each child has the opportunity to develop the skills, knowledge and understanding to achieve success and to build a thirst for lifelong learning
- teaching the foundations of reading, writing and maths that will develop basic skills and also enable access to the wider curriculum
- providing a stimulating environment, indoors and out, providing a plethora of opportunities for children to be curious, ask questions and to be eager to discover and learn
- providing opportunities and time for children to pursue their own interests and time to interact and share with others
- providing opportunities for each child to make choices and decisions to develop their independence
- providing a rich variety of cultural experiences including resources and stories which reflect different cultures and backgrounds
- creating a purposeful atmosphere, where teachers can focus on teaching and pupils on learning



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CURRICULUM CONTENT

As a school, we are becoming early adopters of the Early Learning Goals (ELGs) 2021. Therefore, this academic year we will be working towards the new Early Learning Goals, that will be statutory from September 2021. The curriculum content will work towards the following ELGs.

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs



Physical Development Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- 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



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Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- 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

Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs



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- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

Teachers make professional judgments about the balance between activities led or guided by adults and those led by children. This balance shifts towards more activities led by adults as children move towards Year 1.

- Adult-led activities are those which are directed by the adult and teach specific skills, such as demonstrating how to use tools or equipment. In Reception classes, daily teaching of literacy and maths starts from the outset and is a key part of our curriculum.
- Adult-guided activities are those which the adult initiates. These activities are often playful or experiential. They are open ended and should motivate a keen interest in learning.
- Child-initiated experiences take place within an environment the adult has set up and planned but will be wholly decided upon by the child, based on the child's own motivation and remain under the child's control

ENVIRONMENT

Children have daily well-planned, stimulating learning environments, indoors and outdoors, which provide a range of resources, materials and are freely and easily accessible. These environments give children opportunities to be active and physical and also quiet and reflective. Each classroom has sufficient chairs and tables for each child to be seated at the same time, when appropriate, and also carpeted areas for children to engage in activities. There will be periods of time each day when the whole class will be engaged in learning activities at their tables, thus class teaching is gradually introduced and developed throughout the Reception year.

The areas of learning in the environment include the following:

- Role play area
- Reading area
- Graphics or mark making area
- Mathematical area
- Investigation area linked to our world
- Construction area
- Small world area
- Music area
- Creative area
- Malleable area
- ICT area
- Sensory areas

It is equally important to develop learning opportunities outdoors to provide learning opportunities for: the acquisition of gross motor skills, taking risks, fostering a love of nature and the environment, large play which is not possible indoors environment and physical fitness.



ASSESSMENT

Assessment plays an important part in helping teachers recognise children's progress, understand their needs, and plan activities and support. On-going assessment (formative assessment) is an integral part of the learning and development process. We use an online assessment tracker called Early Excellence Assessment Tracker (EEAT), which is written by Early Excellence.

Pupils are teacher assessed against each of the child development statements devised by Early Excellence. This data becomes the 'baseline' against which any future progress is measured. Progress is and attainment is measured against the each child's actual age in months.

Pupils are assessed through on-going observations, either pre-planned activities or spontaneous events, which all staff contribute to and record. Staff observations, together with examples of the child's work, dialogue with the child and any input from their parents/ carers is used throughout the year to build up a profile for each individual pupil's EYFS profile. The EYFS Profile is the statutory assessment required for every child by the end of the Reception year.

The class teacher carries out regular summative assessments during the Reception Year, across all aspects of learning and development and tracks children's progress in each aspect of the Early Years curriculum.

At the end of each term the class teacher will send parents/carers a report to inform them of their child's progress and attainment in each aspect of the Early Learning Goals, together with individual targets for further improvement. Parents/Carers will also be invited to attend a Parent Meeting each term to discuss their child's progress and attainment.

It is a statutory requirement that by the end of June, each child's level of development is assessed against the Early Learning Goals. Teachers indicate whether children are meeting 'expected' levels of development, or not yet reaching expected levels: 'emerging'. To monitor the accuracy of the levels given, our staff work in collaboration with other ARK and Redbridge schools.

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