

**Charlton-on-Otmoor CofE Primary School**

**Early Years (FSU) Policy**

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| **Approved by:** | Nadia Gosling | **Date:** 16.10.2023 |
| **Last reviewed on:** | 16.10.2023 |
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**Introduction**

At Charlton-on-Otmoor C.E. Primary School, children enter the Foundation Stage Unit (FSU) the term after they turn three, and remain there until the end of their Reception year. Although all staff have contact and interact with all children in the class, on entry into the FSU, children are assigned a **key worker**. These named staff have special responsibilities to provide the reassurance to their key children so they feel safe and cared for. They also build a strong relationship with their parents.

**Intent**

At Charlton-on-Otmoor, we follow the **Early Years Foundation Stage Framework** (EYFS) believing that:

* 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** with teaching and support from adults,who respond to their individual interests and needs and help them to build their learning over time.
* Children benefit from a strong partnership between practitioners and parents and/or carers.

All of this being in the context of understanding the importance of **learning and development** knowing thatchildren develop and learn at different rates.

**Implementation**

We have designed a bespoke curriculum reflecting all that the childfren bring to school and building on their Cultural Capital including introducing them to 21st Century Skills and awareness of their place as Global Citizens.

It reflects **Development Matters** (The DfE Non statutory Curriculum Guidance for Early Years Foundation Stage); including breadth and ambition with high expectations of children to be the best they can be in what they achieve, and building on their baseline starting points.

Children in the FSU are taught phonics, literacy and maths in adult-led, whole-class and small group inputs but predominantly **learn through play** both indoors and out**.**  All adult-directed and child-initiated continuous provision activities are carefully planned for and differentiated, to cover all seven areas of learning outlined in the Early Years Framework (EYFS).

**Prime areas:**

* Personal, Social and Emotional Development
* Communication and Language
* Physical Development

**Specific areas:**

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

We ensure that our environment and delivery of the curriculum incorporates the three **characteristics of effective learning:**

* **Playing and exploring -** children will have opportunities to investigate and experience things, and ‘have a go’
* **Active learning -** children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
* **Creating and thinking critically -** we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

**Impact**

Staff meet parents once in the Autumn term to discuss how the children have settled and again in the Spring to discuss progress. At the end of each academic year a summative written report is sent home. This reflects the prime areas of learning for all childen, and also the specific areas of maths and literacyfor Reception. Examples of children demonstrating the **characteristics of effective learning** and work they are proud of, are recorded using the Tapestry App and shared with parents.

All pupils are assessed on entry into the FSU to provide a **baseline** for their learning and a measure for progress. Although formal assessment is no longer statutory in Early Years, all staff informally work with, and play alongside the children in their learning, to build up a picture of where each child is in their learning journey and what their next steps are. In line with the rest of the school this is monitored at three set data points a year. (Baseline in Autumn 1, progress point in Spring 1,and end of year/ELG in Summer 2.)

At the end of Reception the EYFS profile is used to inform parents, and other stakeholders, about a child’s development. Pupils are defined as having reached a **Good Level Development** **(GLD)** at the end ofFSU if they have achieved the expected level for the **Early Learning Goals** **(ELGs)** in the prime areas of learning and the specific areas of maths and literacy.

There is a programme of activities to aid the smooth transition from FSU to Key Stage One. This can be additionally tailored to particular needs as appropriate.