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Reach For The Stars

Early Years Foundation Stage (EYFS) Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the UN Convention on the Rights of a Child.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.

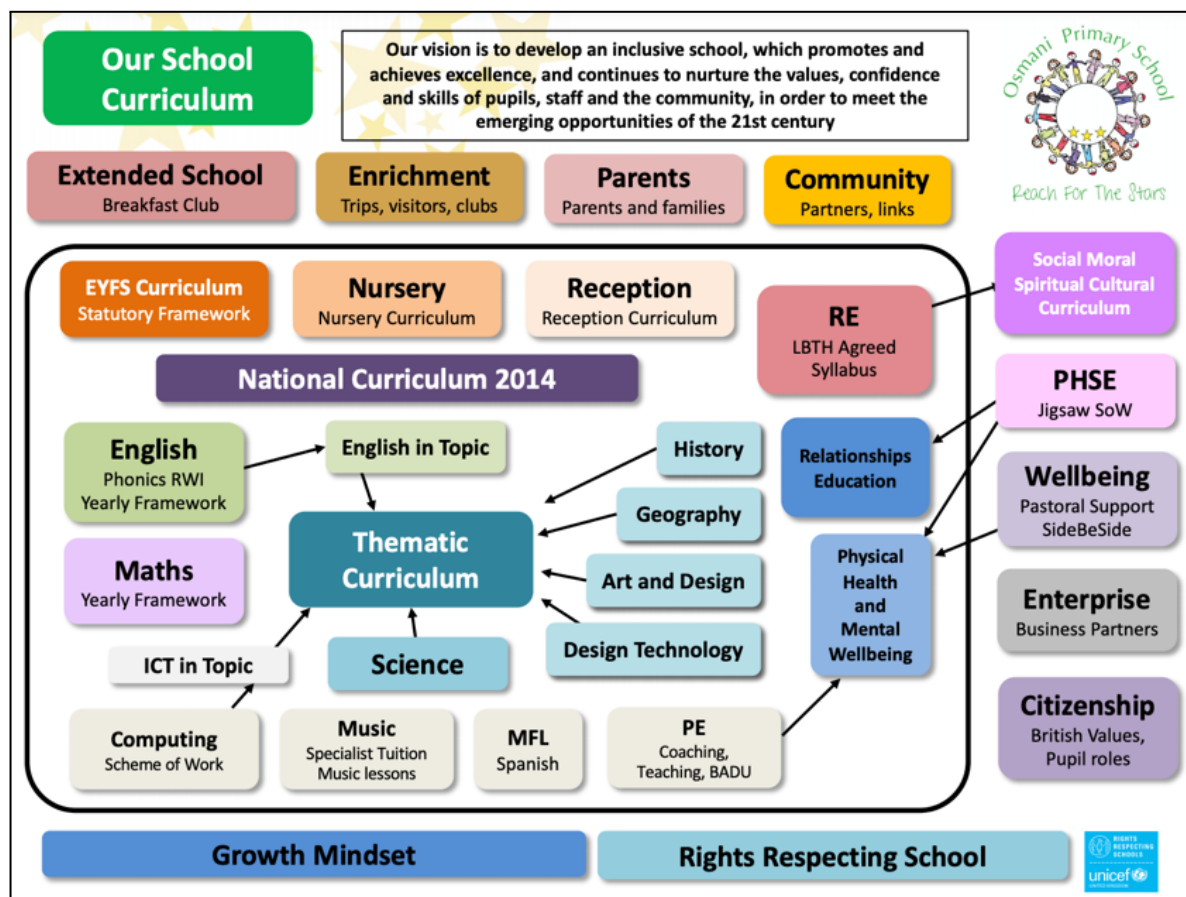
Our Values

★ **Striving** **Teamwork** **All Included** **Responsibility** **Success** ★

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- ★ **Striving:** Our aim is that we are a school that:
 - uses our **Growth Mind-set** (learning from mistakes and always willing to have a go)
 - never gives up and always find ways of improving
 - enjoys challenges and aims high
 - ★ **Teamwork:** Our aim is that we are a school that:
 - encourages and supports each other to be the best we can be
 - learns from each other
 - listens to and respects each other's ideas
 - ★ **All Included:** Our aim is that we are a school that:
 - has high expectations of everyone
 - encourages everyone to take an active part in learning and life of our school
 - nurtures and celebrates what makes each and every one of us unique
 - ★ **Responsibility:** Our aim is that we are a school that:
 - takes ownership of the choices we make
 - takes ownership/charge of our own learning
 - looks after each other and our school
 - ★ **Success:** Our aim is that we are a school that:
 - provides an education that encompasses academic, creative, social, emotional, physical and cultural development
 - celebrates our efforts and achievements

Our Whole School Curriculum

Our curriculum aims to prepare our pupils for the next stage of their learning and enable them to achieve academically. It supports our pupils to be resilient, aspirational, culturally active and become valued members of society.



Our child-centred curriculum is built on the bedrock of the United Nations Conventions on Rights of the Child, underpinned by our Growth Mindset approach.

Based on this premise, our curriculum offer includes:

- A strong emphasis on pupil wellbeing through the offer of a breakfast club, a Learning Mentor as well as Specialist Therapeutic Services provided by SideBeSide which includes art and play therapy.
- Early interventions for pupils with additional needs which include a Home School Liaison Officer, an Attendance and Welfare Officer, a specialist literacy difficulty support teacher, a speech and language therapist as well as occupational therapy and educational psychology support.
- A focus on personal development and social mobility through a range of programmes such as Young Leaders, Rights Respecting ambassadors, Pupil Parliament, attendance ambassadors, intra and inter school sporting competitions, sports ambassadors, and residential trips.
- A chance to participate in cultural experiences including Artist Residence days and creative after school clubs; music education programmes, projects and instrument tuition through THAMES, Spitalfields Music and Royal Academy of Music; intergenerational projects, themed weeks and days, trips to museums and galleries and after school creative clubs.
- Opportunities to be inspired and taught by subject specialists and experts in Spanish, PE and Sports, Performing Arts and Music.
- Opportunities to engage with the world of work through high calibre volunteering programmes and business partnerships with organisations including Reeds School, Blackrock, Clyde & Co, Aon, Nuveen Global, who facilitate enterprise and financial projects, lunchtime numbers sessions, reading and chess sessions.

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of cooperation, sharing and mutual respect.

UN Rights of the Child and Global Goals

This policy supports the school in addressing Article 28 (Right to Education) and Article 29 (Goals of Education) of the UN Convention on the Rights of the Child.

This policy supports the school in addressing the following Global Goals: GG 4 (Quality of Education)

EYFS Vision

The ethos in EY is for us as practitioners to create an environment in which children can explore the world through engaging and purposeful play based activities. We aim to give children opportunities to develop their skills, improve their knowledge of their familiar world and to pursue their individual interests.

We believe that play is integral to ensuring children are engaged in learning and our role as practitioners is to support them in developing the skills they will need to be lifelong learners.

Alongside this play based approach we promote the enjoyment of learning by:

- Introducing the principles of the growth mindset to develop resilience, tenacity and encourage perseverance
- Having the highest expectations of achievement and success;
- Monitoring children's progress and taking action to provide activities that build upon and extend children's knowledge and experience
- Supporting children to develop their self-esteem and confidence and begin to take ownership of their own learning
- Planning challenging activities to support all children to achieve and exceed their goals

Enrichment, Community and the Wider World

Our school is in a diverse and ever-changing local community, with a rich cultural heritage. It is also part of a great world city. We want to take every opportunity to make the most of this unique combination to enhance learning and give our pupils the confidence to take their place in the wider world and make the most of opportunities as they move forward into the wider world.

To this end we offer aspirational and inspirational trips, experiences and activities in and around London.

We also carefully select visitors and experts from a range of professions and walks of life to offer workshops, assemblies and subject-specific teaching in school and at local venues.

This enrichment will broaden and support our pupil's choices in further education, the world of work, participation in art, culture and enjoyment of leisure pursuits.

To support these aims in EYFS we visit local sites such as approved museums, the farm, local churches and the library. Other enrichment trips include visits to local markets, The Ideas Store and The Olympic Park.

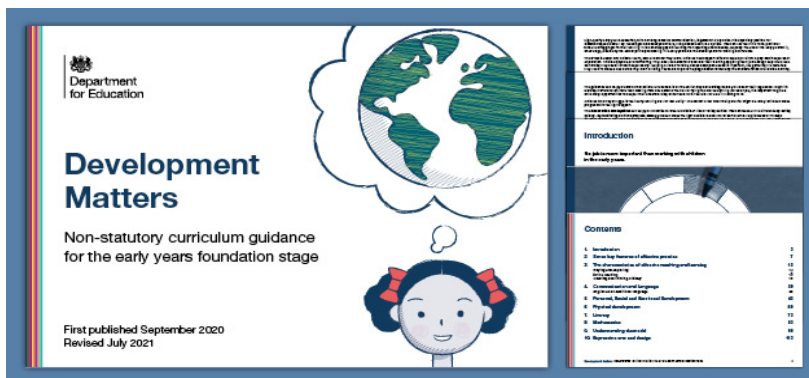
We invite a range of people into the EYFS to share their experiences and expertise - these might include: parents sharing their work experiences and jobs, author and illustrator talks and workshops, Maths and science and Black History Month workshops led by external groups as well as school staff. We link with outside organisations like the Spitalfields Gardening Project and liaise with local services and providers such as the London Fire Brigade and local hospitals. Each year we take part in the Early years pantomime.

Curriculum Framework

The EYFS is based upon four principles:

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

The EYFS is made up of seven areas of learning:



Prime Areas of Learning

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

Specific Areas of Learning

- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

The EYFS takes into account 3 characteristics of effective teaching and learning:

- *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*

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. Children are encouraged to always give things a try first before asking an adult.

Teaching and learning

Skills

- Continuous provision follows the children's interests and encourages talking, questioning and the development of curious and open minds.
- Sustained play gives them time to engage in extended activities, developing and revisiting their ideas
- We offer problem solving activities (eg building a bridge for the troll to live under)
- Children can choose to be inside or outside for the majority of their time in EYFS
- We provide open ended resources to stimulate collaborative play and developing teamwork
- Teachers use SSTEWE (Sustained Shared Thinking and emotional wellbeing) techniques to support children in furthering their own learning, thinking and conflict resolution skills by playing alongside the child, questioning and commenting rather than directing.
- Adults support children/s play through effective questioning, scaffolding and modelling

School Readiness

Whilst EYFS is a distinct phase of education we are still very much part of the whole school, and we take part in whole school themes, events, assemblies, and celebrations.

We provide children with the basic numeracy, literacy skills and learning behaviours they need in order for them to access the school curriculum as they move through the school. We introduce the children to whole

school policies and practises such as the AFL strategies, behaviour expectations, silent signals and Rights Respecting language.

Links with English

In the EYFS we focus on supporting children in developing the initial skills they need to go on to become confident readers and writers. Through daily story time we develop the children's understanding of stories

Writing in EYFS includes mark making using a variety of tools and surfaces. As children move into Reception we narrow our focus to helping them in forming clear and recognisable letters and writing simple sentences. We provide opportunities for the children to write for a variety of purposes e.g making lists, writing diary entries and cards.

These types of writing activities are first introduced to the children through shared writing activities and then activities are set up during free flow to give children the opportunity to try writing independently. Where possible, subject knowledge is consolidated with the use of linked non-fiction texts and web-based resources.

From Nursery children are introduced to phonics through Letters and Sounds Phase 1 and then progress into the RWI phonics programme. See RWI Phonics Policy.

The literacy curriculum is heavily informed by the Power of Reading programme devised by the Centre for Literacy in Primary Education. The programme puts high quality children's literature at the heart of literacy learning and is built on years of intensive research and best practice, which develops reading comprehension and writing composition as well as fostering a deep love of reading and writing.

Links with Maths

In the EYFS we understand that maths is part of our everyday lives and can be included in all activities. We ensure that on a weekly basis there are elements of number and shape included in the continuous provision. Each classroom has a maths area where children are free to explore a variety of mathematical resources.

The Role of the Adult

When children enter the Early Years they will be assigned a key person with the aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. The key person will be responsible for particular children ensuring that they feel special, individual and cared for, someone who is affectionate and reliable whilst the child is away from home. They will also be responsible for helping to settle their key children initially in Nursery and Reception.

In the Early Years, we work as a team to best meet the needs of the individual children. All adults will have some involvement in the planning process, as well as the implementation. Communication between staff is a vital tool in this process.

We maintain good links with Collingwood Children's Centre and develop further links with other local children centres and nursery settings. The EYFS team regularly meet to discuss new intake children, assessments, policies and protocols. We aim to ensure continuity and coherence by sharing information about the children's achievements before they come to Osmani.

Children new to Osmani in Reception

Children who join Osmani in Reception who did not attend our Nursery provision will receive a home visit before they start. This is to ensure they are afforded the opportunity to begin to build relationships with staff before they enter the setting. It will also enable the staff to begin to build their understanding of individual children's needs and interests so they can plan accordingly to meet their needs. Further to this, children will be

given staggered starting dates to ensure they receive as much time to build relationships and attachments with their key worker and other school staff while they settle in.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet as well as rest. The classroom is set up in learning areas, where children are able to locate and use equipment and resources independently. Each class has a door that leads on to the outdoor area. Although physical barriers restrict us at our school, we ensure that the access we have is used as well as possible. Children have an opportunity to use both the indoors and outdoors equally.

This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It allows the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Progression and Sequence of Learning

Home visits, admissions meetings and discussions during parent and toddler sessions feed into the initial planning for Nursery at the start of the academic year. This is done at an individual level for each child. Following The Development Matters EYFS Framework, we provide a curriculum that ensures that the children build on their skills and prior knowledge from Nursery through to the end of Reception. Topics are chosen based on the skills, knowledge and concepts that they will need in order to achieve the Early Learning Goals. At the start of Nursery we choose topics that are meaningful to the children and that they can easily relate to and engage in.

At the start of the year our topics focus on children's real life experiences, likes and interests (All About Me) and topics that will broaden their understanding of the world (Festivals and Celebrations). The remaining topics are sequenced to follow key events, seasons and celebrations throughout the year. This gives children opportunities to experience their learning first hand – eg Christmas, Autumn, World Book Day.

Tapestry

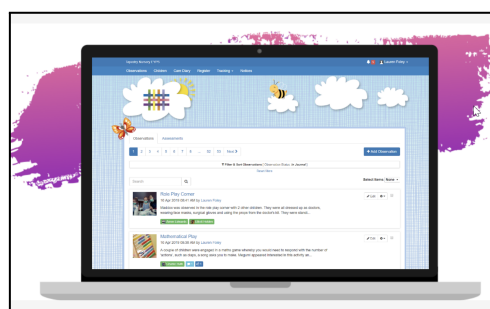
We ensure progression through the stages of learning using Tapestry, an online platform for planning, assessment and recording progress in EYFS.

Children's learning is recorded through observations, focused activities and contributions from home. Next steps are identified and shared with Parents and caregivers.

1. Communication and language
The tables below set out what you should be observing a child doing at each stage, if they are developing typically for their age.

Listening and attention

Age	Typical behaviour
Birth to 11 months	<ul style="list-style-type: none"> Turns towards a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Reacts in interaction with others by smiling, looking and moving. Quietest or alerts to the sound of speech. Looks intently at a person talking, but stops responding if speaker turns away. Listens to familiar sounds, words, or finger plays. Fleeting Attention – not under child's control, new stimuli takes whole attention.
8 to 20 months	<ul style="list-style-type: none"> Move whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong respiratory impulse. Concentrates intently on an object or activity of own choosing for short periods. Focuses attention to dominant stimulus – easily distracted by noises or other people talking.
16 to 26 months	<ul style="list-style-type: none"> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.
22 to 36 months	<ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g.



Marking

Teachers are encouraged to mark 'at the Point of Learning' whilst working with their focus group. This then gives the children opportunities to review their learning and adapt or improve it there and then as necessary. Teachers record the children's work in their WOW Books and make note of which area of Development Matters the work or observation relates to. Next steps are given and shared verbally with the child. All work in the WOW Books are initialed to indicate whether an additional adult (OA), supply (S) or a teacher (T) has marked, had intervention (TI) or given verbal feedback (VF) in a piece of work or if the work was completed independently (I).

Self Assessment

Children are also encouraged to self-assess their learning as well as peer assessing each other's work.

Pupil Assessment Tracker

In EYFS we use the Tapestry app to help track the children and ensure they are being observed across all areas of the Development Matters framework on a regular basis. It is also used to ensure that teachers can identify and address any gaps.

In the Early Years we have 3 assessment points where children's learning is tracked electronically and discussed with SLT. During these assessment points, Nursery and Reception have a 'SSTEW' (Sustained shared thinking and emotional wellbeing) focus week. Adults work off plan and opportunities are created for children to apply their knowledge and skills to areas of the curriculum that have been a key focus or area of development. Observations gathered to support individual assessments and inform successive planning. Children that are identified as working significantly below age related expectations are discussed and relevant support and intervention is put into place to promote accelerated progress.

In Reception each child's level of development is recorded against the EYFS Early Learning Goals. Within the final term of the EYFS, we provide a written report to parents at parents evening, reporting children's progress against the Early Learning Goals. In Reception, each child receives a Good Level of development Report in the final Summer term. We give reasonable opportunities for the parents to discuss these judgements with their child's class teacher.

Monitoring of Teaching and Learning

The teaching and learning is monitored through planning and classroom observations. The post holder and members of the SMT do this. Feedback will be given highlighting strengths and areas that need developing.

Special Education Needs and Disability

Osmani Primary School is committed to providing an appropriate and high quality education to all children. All children receive high quality differentiated teaching in the classroom targeted at their needs. Children identified as having additional needs, will have support in class including; pre-teaching concepts and vocabulary in small groups, instructions simplified, visual timetables and task schedules, now and next boards, visual word banks, number lines, concrete objects and/or additional support from adults in the classroom.

Some children will receive interventions outside the classroom, e.g. speech and language sessions, to enable them to access the curriculum. A few children with complex SEND will have 1:1 adult support to enable them to access learning in class, and a small minority of these children will have an adapted curriculum to meet their needs.

High Achieving, Exceptionally Higher Achieving and Multi-Exceptionality Pupils

Through observations and targeted focus activities EYFS practitioners are able to identify children who are working above age related expectations. Practitioners then plan activities that will offer a challenge to these children, this usually takes the form of an open ended problem solving based activity. Children identified as being confident in a skill or knowledge will be used as expert learners to support their peers.

Resources

Most EYFS resources and equipment are located in the Nursery classroom or in the Cuboid.

Staff must ensure that the learning environment for EYFS provides safe working practices and is in accordance with the schools Health and Safety Policy. Safety equipment must be worn when necessary. When planning lessons, staff need to adhere to any safety warnings specified in the schemes that are used.

Parental Involvement

Parents meetings are held three times a year where they have the opportunity to discuss their child's progress. Parental support is encouraged on class trips and other in school events. We encourage parents to contribute to their children's Online Tapestry Journal by uploading pictures, videos or work that their child has done at home.

- parents mornings/afternoons
- Tapestry parent contributions
- parent volunteers
- parents on trips
- parent reading mornings
- celebration days (Mother's Day and Father's Day events)
- Curriculum mornings/afternoons

Monitoring and Evaluation of Policy

This policy will be monitored through e.g. planning, book scrutiny, lesson observations, moderation meetings, drop in by the SLT, learning walks, focus groups, end of unit assessments as well as keeping abreast of national policy changes.

This policy will be evaluated through termly or annual reports by the post holder to the Headteacher and Governing Body. This evaluation will also inform school priorities.

THE CURRICULUM DURING COVID SCHOOL CLOSURE

What provision did you make for your subject during Covid?

- Daily remote Maths, Literacy and Phonics lessons were taught in Reception. Children were set daily tasks for both maths and literacy and encouraged to share with adults and regular feedback was given during and after the sessions to support next steps.
- Literacy and numeracy planning took into account the breadth and depth of the curriculum so children were still able to engage in a range of activities and learning that reflected the different aspects of the EY curriculum.
- Daily remote 'story time' sessions were taught in Nursery. This also covered nursery rhymes and topic based work, numeracy and phonics. Children were given the opportunity to share their work on google classroom as well as in the live sessions. New nursery children were also invited to join the live sessions to provide them with the opportunity to see their peers and form friendships with staff members.
- The timetable took into account other aspects of developing children's wellbeing in EY and children were given the opportunity to engage in activities that focused on building relationships, celebrating achievements, engaging in singing, roleplay and opportunities to share e.g. 'Show and tell', 'Singing sessions', 'Story time' 'exercise breaks', 'Badu', 'circle time' and 'Star of the week'.
- Weekly home learning/ self-isolating sheets were uploaded on google classroom as well as on the school website. This covered literacy, numeracy, physical development, phonics, music as well as topic. This was accessible to everyone who could not attend the live lessons and were matched to the learning that was taking place remotely; so all children were able to engage with the learning taking place. Hard copies were available upon request.
- Weekly Oak Academy literacy units were shared with parents on the home learning sheets. This enabled those children who could not log in to the live lessons the opportunity to still access and engage with similar learning. The units we chose from Oak matched as closely as possible with our literacy curriculum overview.

- Oxford Owl account was set up to support children's reading at home. Children were encouraged to read books matched to their developmental needs.
- RWI online subscription gave us access to phonics resources/ videos which we posted on our google classrooms each week for the children to watch and continue to practise reading and writing the sounds for the level that they were working at.
- Monthly books continued to be sent home over the lockdown period as part of Dolly Parton's 'Imagination library'. Children were able to read and talk about the books they received during story time.
- Sensory sessions were running daily for children with SEND so they could continue to access the curriculum from home.
- School continued to remain open for key workers and vulnerable children who continued to access the curriculum in the classroom environment.

What is happening in your subject currently to help 'close the gap', created by COVID School closures?

- Interventions are up and running on a daily basis across EY. Anyone picked up as cause for concern is now part of the interventions e.g. Early language group, NELI, Maths interventions. Nursery teacher is coming into Reception in the afternoons to support interventions and support overall learning taking place.
- Additional reading sessions have been introduced as part of Friday's literacy session. This has enabled children to have more opportunities to read RWI books with an adult or with their peers.
- Split carpet sessions are taught in maths where children work in mixed ability groups to engage in a range of activities matched to the learning objective of the week. This has enabled children to have more opportunities to engage with the learning, greater opportunities for participation as they are in smaller groups as well as having more activities to apply their skills and embed their learning.
- Phonics groups have been reassessed and children have been reshuffled according to their needs. Opportunities are provided for children throughout the day to revisit and apply their phonics knowledge in a range of situations.
- Phonics videos from the RWI online classroom are continuing to be posted in the google classrooms on a weekly basis to enable the children to continue to practise at home.