

Woore Primary and Nursery School



EARLY YEARS FOUNDATION STAGE POLICY

Full Governors	June 2016
Review	June 2019

Contents

- Early Years Foundation Stage
- Aims
- Learning and Development
- Planning
- Staffing and Organisation
- Assessment, Recording and Monitoring
- Learning through Play
- The Learning Environment
- Liaison with Pre-school Setting and Induction
- Reception to Year 1 Transition
- Home/School Links
- Equal Opportunities
- Inclusion
- Policy Links

This document outlines the philosophy, aims and principles of early years teaching and learning in reception at Woore Primary and Nursery School. The document underpins practice in all areas of provision.

Early Years Foundation Stage

"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" (2014)

Early childhood is the foundation on which children build the rest of their lives. At Woore Primary and Nursery School (WPNS) we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from birth to five years of age. The final year of the EYFS is referred to as the reception year.

All children begin nursery and school with a variety of experiences and learning. It is the privilege of the practitioners working in the EYFS to take on the task of building upon children's prior learning and experiences. This is done through a holistic approach to learning, ensuring that parents/guardians, support staff, nursery leader and reception teacher work effectively together to support children's learning and development.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At WPNS the overarching aim of the EYFS is to help young children achieve these five "Every Child Matters" outcomes. We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At WPNS we aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self confidence
- work in partnership with parents/guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home

language, family background, learning difficulties, disabilities, gender or ability

- provide opportunities whereby children experience a challenging and enjoyable programme of learning and development
- provide experiences for all children, whatever their needs, which are inclusive rather than parallel

Learning and Development

The early learning goals and the educational programmes are set out in the "Statutory Framework for the Early Years Foundation Stage" (2014). The areas of learning and development are:

Prime Areas- Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific areas- Literacy

Mathematics

Understanding the world

Expressive Arts and Design

The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work with reception and nursery children at WPNS are involved in this effective process.

There are three stages of planning the curriculum:

Long Term Planning

In the nursery, planning will have links to planning for reception children and whole school themes. Planning for the EYFS curriculum in reception runs alongside our Key Stage 1 two year rolling programme due to the nature of the mixed age class. Units of work covered in Key Stage 1 provide a framework for delivering the Early Learning Goals in each of the seven areas of learning.

Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. Within Nursery, pupils follow some similar themes (where appropriate) to those covered in Reception. In Reception we link the Early learning goals to the objectives planned for in the Key Stage 1 medium term plan. Sometimes planning may be specifically designed just for the Reception children where links are matched more closely to the EYFS Framework.

Short Term Planning

We identify specific learning objectives, success criteria, differentiated activities and deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational teacher assessment. This planning format is consistent with the principles of Assessment for Learning.

Staffing and Organisation

At WPNS there is a separate 15 place nursery and a Reception and Y1 class.

Within the nursery there is a nursery leader and two nursery assistants who work on a part-time basis. There are always two members of staff in the nursery each day. Within the Reception and Y1 class the class teacher is supported by a teaching assistant during the mornings and sometimes by volunteers during the afternoon. The staff work as a team and meet regularly to plan effective provision, prepare resources and review assessments for the EYFS.

The children have a variety of areas within the classrooms to support their learning, in addition to an attractive and secure outdoor area which the children have access to from the classroom. Pupils in nursery and reception have regular timetabled sessions whereby they share learning areas and mix with one another.

At WPNS we engage in ongoing professional development to improve our teaching skills, knowledge and understanding. All adults regularly participate in local authority courses and local cluster group training. The headteacher also conducts and attends in-house training and disseminates new initiatives, ideas and teaching methods to colleagues.

Assessment, recording and monitoring

At WPNS we adhere to the principles of assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. We currently use an online learning journal called 'Tapestry' to record observations made.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of planned observations, anecdotal observations, focused observations recorded on individual assessment sheets, other focused assessments e.g. letters/numbers

and high frequency words, annotated examples of work, photographs, and information from parents.

Summative assessment

Throughout the EYFS the children are assessed against the EYFS curriculum. This summarises all of the formative assessment undertaken. Children are tracked throughout the EYFS using 'Development Matters' by the class teacher/nursery staff in consultation with other staff and voluntary helpers and all those who come into contact with the children throughout their day. Baseline judgements are made on entry into Reception each year based on their tracking information which follows each child from the nursery setting. In the final term of the reception year, the EYFS Profile is completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. Children are assessed to be either at the emerging, expected or exceeding levels based on the early learning goal statements in each area of learning. The class teacher participates in regular local cluster group moderation meetings. This provides an external quality assurance and validation of our teacher assessments.

Learning through play

"Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults."

"Statutory Framework for the Early Years Foundation Stage" (2014)

At WPNS we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult-led play would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modelling by example.

The Learning Environment

"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."

"Statutory Framework for the Early Years Foundation Stage" (2014)

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Play takes place both inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. To ensure the safety of pupils, staff will conduct a risk assessment prior to pupils entering the outside area and also check that boundaries are secure. Staff will help pupils where necessary to put on coats/hats etc. and ensure they are appropriately dressed for their chosen area of play. Sun cream may be applied for nursery pupils where permission has been given and reception pupils may apply sun cream themselves. The canopies will provide some protection from the weather.

The learning environment is divided into a variety of different areas: role play, book corner, writing table, listening centre, computer area, art and craft area, play dough, sand, water, construction, small world, bikes/ scooters, digging area and planting area and mud kitchen.

The school values the use of the outside environment as an additional learning experience. We will aim to do this by:

- Providing resources that inspire children and encourage them to initiate their own learning.
- Providing an attractive, secure area in which to develop skills in all seven areas of learning.
- Using the large school grounds including the 'Forest School' area and pond.
- Using the trim trail and pirate ship to develop the children's physical abilities.
- Encouraging children to make choices and develop independence by having equipment and materials readily available and well organised.
- Including the local community and environment as a source of learning.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

Induction into Nursery and Reception

Our nursery setting takes up to 15 children from 2 to 5 years. To ensure a smooth induction into the nursery setting a clear plan has been put in place to ensure that parents and children feel confident within their new surroundings and settle as quickly as possible. A separate 'Settling-in Policy' is available which covers the induction in more detail.

Children within the nursery setting and from class 1 integrate regularly and share both indoor and outdoor environments. This regular integration allows children to become familiar with their surroundings and become confident learners when moving between different spaces.

During the term prior to the children starting school, the nursery children make half day and full day visits to Class 1 as part of the induction process.

A parents meeting is led by the Class 1 teacher during the Summer Term to introduce parents/guardians to the school and reception procedures. Through this meeting the school's expectations and routines are communicated. The induction process and EYFS curriculum are also discussed. Parents/guardians have the opportunity to ask questions and voice any worries or concerns. Parents/guardians are provided with relevant reading material which gives advice for parents regarding preparing their children for school. A 'Starting School' booklet is also given out at this meeting for new children to complete over the summer holidays.

The foundation stage teacher conducts home visits to all parents and their children, to enable them to meet the new pupils on 'home ground'. This gives parents a confidential and informal visit in which to voice any concerns they may have about their child.

Tracking records from the nursery setting follow each child into reception to inform the class teacher about the stage in each child's development.

Reception to Year 1 Transition

The transition from the Early Years Foundation Stage to Key Stage 1 runs smoothly due to the nature of the mixed age class. The teacher has a firm understanding of the children's

needs by the end of the EYFS and is able to confidently plan their next steps in their learning journey. The children stay with the same teacher within the same class and have the advantage of learning from the older children within the class.

During the reception year the children become accustomed to many of the different routines and ways of learning as they are integrated with the Key Stage 1 children as far as possible.

Home/School Links

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- outlining the EYFS curriculum to parents/guardians during parent consultations, to enable them to understand the value of supporting their child's learning at home
- operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner
- inviting parents/guardians to help in the Reception class
- to accompany children on school visits
- using a home/school link book to show a picture of the child's learning towards the early learning goals
- encouraging parents/guardians to read to and listen to their child read each night and to comment on reading progress in a home/school reading diary
- encouraging relevant learning activities to be continued at home and ensuring that experiences at home are used to develop learning in school
- discussing children's individual targets with parents/guardians at termly parents' evenings
- providing termly mini-reports and annual written report to parents/guardians summarising the child's progress against the stages of 'Development Matters' document and early learning goals
- inviting parents to attend class assemblies where pupils showcase some of the work they have covered in class
- inviting parents to join in with our 'Big Read' sessions and share books with their children once every month
- to invite parents to whole school special events and fundraisers

Equal Opportunities

At WPNS we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

For further information see Disability and Equal Opportunities Policy.

Inclusion

Children with special educational needs will be given support as appropriate to enable them to access the curriculum fully. This includes children that are more able, and those with specific learning difficulties and disabilities.

Within Reception, individual learning plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. Reception teachers discuss these targets with the child and his/her parents/guardians. Progress is monitored and reviewed formally every term.

The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

For further information see the Special Educational Needs Policy.

Safeguarding and Welfare Requirements

At WPNS, there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2014, at WPNS we undertake:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medicine are up to date. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the parent and / or carer.

- There is a designated safeguarding lead and two deputy safeguarding leads within the school who take responsibility to ensure that all pupils are safe at all times. We follow the government's statutory guidelines set out in "working together to Safeguard Children"(March 2015) and ensure inter-agency working if concerns about a child have been identified.

- All staff have been trained L1 Safeguarding Awareness.

- A safer Recruitment Policy ensures that all staff are suitable to work with children.

- Fresh drinking water is available at all times and healthy meals/snacks are provided.

- Children's dietary needs are recorded and acted upon when required.

- A first aid box is accessible at all times and a record of accidents and injuries is kept.

- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.

- A fire and emergency evacuation procedure and policy.

- A safeguarding policy which includes recruitment, whistleblowing, camera and mobile phone use in school.

Ensuring the Safe and Appropriate Use of Mobile Phones and Cameras

WPNS allows staff to bring in mobile phones for their own personal use. However, they must be kept in their lockers at all times or within the school office or headteacher's office and are not allowed to be used in the toilets, changing rooms or in the play areas at any time. If staff fail to follow this guidance, disciplinary action will be taken in accordance to WPNS staff code of conduct. If staff need to make an emergency call, they must do so either in the main or headteacher's office or within the staff room. Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the nursery/school grounds. There are digital cameras, tablets and i-pods available within the nursery/school and only these should be used to record visual information within the consent

criteria guidelines of the local authority and the nursery/school. Members of staff may only contact a parent/carer on school approved mobile phones.
Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

Use of Mobile Phones for Volunteers and Visitors

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises. Mobile phones belonging to visitors must be kept in the school office for the duration of the visit or not brought on to the premises. If they wish to make or take an emergency call they may use either the main or the headteacher's office. Neither are volunteers or visitors permitted to take photographs or recordings of the children without the headteacher's permission.
Visitors to the school, such as work contractors must use the phone in the school office or return to their vehicles to make the necessary phone calls.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at WPNS. We take a mixture of photos that reflect the environment within the EYFS, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at WPNS understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

Related policies for Nursery pupils

- Fees Policy and Procedure
- Taking Children on Trips and Car Journeys
- Nappy Changing and Toilet Training
- Food and Drink Policy
- Equipment and Resources Policy
- Procedures when a child leaves the group unaccompanied
- Non-collection of children policy
- Late Collection Charge Policy
- Admissions Policy
- Settling-in Policy
- Arrival and departure of children, adults and staff
- Record Keeping Policy
- Behaviour Management Policy
- Parental Involvement Policy

This policy will be reviewed as and when needed but at least every three years.