

Halfway Nursery Infant School



Early Years Policy

HALFWAY NURSERY INFANT SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

The Philosophy of the Early Years Foundation Stage

‘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. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe’.
(EYFS Statutory Framework 2014)

Aims and principles:

Our children are at the heart of all that we do.

At Halfway Nursery Infant school we believe the ‘Every Child Matters’ agenda is still current and vital in underpinning the experiences of our children and in fulfilling the aims and outcomes of the 2012 EYFS framework.

In order to achieve this, the staff team make every effort to ensure that:

- All children feel included, secure and valued.
- The experiences provided build on what children already know and can do.
- No child is excluded or disadvantaged.
- Strong links are forged with parents and carers, and parents and practitioners work together in an atmosphere of mutual respect.
- The curriculum is carefully structured, recognising children’s different starting points, and relevant to their different levels of need.
- Opportunities are provided for children to engage in challenging indoor and outdoor activities planned by adults, based on observed interests, as well as activities that they plan or initiate themselves.
- Staff observe and respond appropriately to children, informed by their knowledge of how children develop and learn.
- Quality first teaching takes place every day in every session.
- The learning environment is high quality, exciting, attractive and well organised.

Provision complies with the learning and development requirements and the welfare requirements of the EYFS Statutory Framework 2014.

It is underpinned by four guiding themes:

- **A Unique Child**, which recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships**, which describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- **Enabling Environments**, which explains that the environment plays a key role in supporting and extending children’s development and learning.

Admission

We admit children the term after their third birthday, if vacant places allow. The first part of the Foundation stage - up to 5 terms - is provided in the

separate 39 place nursery unit. The final part - two/three terms- of the Foundation Stage is provided in the reception classes in the main school complex.

Equal Opportunities and Inclusion

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’.
(EYFS Statutory Framework 2014)

The school is committed to providing for all children and families equally, inclusive of ethnicity, religion, gender, culture, class or ability. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

In the EYFS we set realistic and challenging expectations that aim to meet the needs of all our children. We do this by:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence,
- using a wide range of teaching strategies based on children’s learning needs,
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively,
- providing a safe and supportive learning environment in which the contribution of all children is valued,
- using resources which reflect diversity and are free from discrimination and stereotyping,
- monitoring children’s progress and taking action to provide support as necessary.

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children who are more able, as well as those with specific learning difficulties and disabilities. The schools’ Special Educational Needs co-ordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging intervention and support where necessary. For further information see Special Educational Needs Policy.

The Early Years Foundation Stage Curriculum

Learning through play

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. 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’.
(“EYFS Statutory Framework 2014)

Play underpins the delivery of the Early years Foundation stage curriculum. 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 aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Children are active learners and through play our children explore and

develop learning experiences which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. Children are given the opportunities to explore and discover, to take risks and make mistakes within a safe and supported environment.

The children are involved in both group and individual play some initiated by adults and some by the children.

They have opportunities to communicate with others as they investigate and solve problems. They have the opportunity to think creatively with others and on their own. Activities are planned for both inside and out.

Continuous provision in the Foundation Stage includes water, tactile, sand and creative workshops, ICT, maths, and a drawing, writing and cutting areas, imaginative and role play areas.

The Early Learning Goals

We follow the Early Learning Goals as prescribed by the Foundation Stage Curriculum. The six areas of learning are:

Personal, Social and Emotional Development

This includes children learning to play, work, and share and co-operate with each other and the adults in the group and develop positive dispositions and attitudes to learning. We encourage them to develop self-help skills and become independent. They learn about their own and other cultures and we aim for them to develop a positive sense of self, respect for others and to celebrate diversity. We nurture a sense of belonging and encourage freedom for the children to express their ideas, feelings and develop strategies to cope with challenging situations.

Communication and Language and Literacy

We aim to develop foundations for literacy.

We provide activities to help the children develop their communication skills through all their senses for example in rhyme, song and movement.

The activities are planned to include: developing listening and understanding skills and encouraging speaking for example valuing what a child has to say and giving time for expression. We develop early phonics through the Letters and Sounds curriculum, incorporating Jolly Phonics. – using the senses such as listening for sounds, joining in rhyming games and using body movement and enjoyment of language through rhymes and jingles. We provide writing opportunities for the children to experiment with writing for example using writing materials in role play. They develop handwriting skills through gross motor and fine motor activities. We provide opportunities to read and enjoy a wide range of literature to foster a love of books and provide opportunities to make simple books of their own. The children will be able to practice and apply their skills in a range of situations and for a range of purposes.

Maths Development

We aim to help children develop mathematical concepts through hands on play, games, physical activities and number rhymes.

They will use their skills and knowledge when counting and calculating and learning about shape space and measures for example exploring shapes, finding out about position and direction.

The children will be encouraged to apply their skills in a range of situations and for a range of purposes.

Understanding the World

We encourage children to: - talk about their families and themselves; examine artefacts from past and present ; explore and investigate a wide range of

natural materials; gain a sense of their place in the world and an awareness of the world around them. We invite visitors to share their professional skills and arrange trips to places of educational interest. The children also use construction equipment, modeling materials, computers, CD and programmable toys.

Physical Development

The children have opportunities to practice and improve their skills of coordination, manipulation and movement. We will support them in developing their understanding of health and bodily awareness.

We plan sessions to develop gross-motor skills such as cycling, climbing, running and balancing. We encourage throwing, catching and ball skills, playing ring games and movement to music. We encourage the children to become independent in self care such as hand washing and help to develop the children's health awareness for example by talking about exercise and the effects it has on our bodies. Fine-motor and manipulative skills are developed through a variety of activities including cutting, threading and using small construction toys and tools.

Expressive Arts Development

We help to develop children's creativity by encouraging and supporting them to be curious, to explore and by valuing their ideas. We provide stimulating environments to give opportunities for children to explore with all their senses and encourage them to develop their own ideas and express them in different ways for example through: role-play; small world play; music; singing, dancing, painting and modeling. We give time and opportunity for them to repeat their play, practice their skills and explore their ideas and feelings.

Planning

The Early Learning Goals and Foundation Stage ethos provide the basis for our planning

'Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development'.
("EYFS Statutory Framework 2014)

There are three stages of planning the curriculum:

Long Term Planning

A concept framework is in place, which gives structure and coherence to the curriculum throughout school.

| Term | Topic |
|-------------|----------------------------|
| Autumn 1 | Community and Culture |
| Autumn 2 | Safety and Well Being |
| Spring 1 | Innovation and Imagination |
| Spring 2 | Time and Change |
| Summer 1 | Conservation |
| Summer 2 | Enterprise |

In the Foundation Stage topics based on the above concepts are planned to provide a broad and balanced coverage of the Early Years Foundation Stage

Medium Term Planning

We address particular aspects of the curriculum in more detail for each half

term embracing our curriculum model of Continuous and Enhanced provision with adult led, focussed learning activities. We include Building Learning Power, Letters and Sounds and Social and Emotional Aspects of Learning (SEAL)

Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of every child on a weekly and day-to-day basis. We allow for flexibility in response to individual children's needs and interests, and for revision and modification, informed by on-going observational assessment.

Classroom organisation

Foundation 1

All pupils are provided with a broad and stimulating range of indoor and outdoor opportunities, appropriate to their stage of development and incorporating the seven areas of learning

The curriculum is child initiated and based upon continuous provision. Weekly enhanced provision is informed by the children's individual learning needs and personal interests, based upon close observation by their key person. We also have daily phonics sessions using the Letters and Sounds curriculum, and focussed group sessions.

Throughout Foundation 1 practitioners collect ongoing evidence of pupils' progress through daily observation. This takes the form of annotated photographs, snapshots, focused observations (1 per child per half term), as well as children's own work, adult- led work and involvement from parents and carers. This evidence is built into their Special books which are available for parents to contribute to, and follow the child through school. Parental involvement in curriculum planning and assessment is highly valued and strategies are in place to promote this.

The child's key person tracks their individual progress throughout the year using the EYFS Outcomes, and records it in their Record of Development folder. The EYFS Leader collates this information each term and it is used to track the progress of and plan for, groups and individual children and produces a summative report in July for parents, FS 2 and for team analysis.

Foundation 2

All pupils are provided with a broad and stimulating range of indoor and outdoor opportunities, appropriate to their stage of development and incorporating the seven areas of learning.

High quality continuous provision underpins our teaching and learning ethos, with enhanced provision based around weekly learning objectives, assessment for learning and the children's individual interests.

All pupils are assessed in the first three weeks of starting school, against the developmental stages of the EYFSP and the EExBA. Evidence from parents and the previous setting is sought and valued. This information is then used to inform planning, teaching and learning.

Throughout Foundation 2 practitioners collect ongoing evidence of pupils' progress through daily observation. This takes the form of annotated photographs, snapshots, focused observations, as well as children's own work, adult- led work and involvement from parents and carers. This evidence is built into their Special, Literacy and Maths books which are available for parents to contribute to, and follow the child through school.

The child's progress is updated on the EYFS profile each term and a final summative assessment is made in June of the reception year, when it is submitted to the LA. This Information, along with a summary of their Characteristics of Effective Learning, is also shared with Y1 colleagues to contribute to smooth transition into Key Stage 1.

Assessment and tracking

'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process.'

(EYFS Statutory Framework 2014)

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 adults, both in and out of school, who interact with the child, contribute to the assessment process.

Formative assessment

This informs everyday planning and is based on on-going observation of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations between staff or more focused observations recorded in a specific format. Each child has a Special Book which is shared with their parent on a regular basis and contains annotated examples of work, photographs, and detailed observations. Children also regularly review their learning in their book and talk about what they would like to learn about next, what they find hard and so on. In F2 children also have Literacy and Maths books which are quality marked with the child, with next steps being discussed and responded to immediately in the lesson.

Summative assessment

Children are assessed in the Foundation Stage using the Early Years Outcomes and the EYFS Profile. The Profile data is submitted to the local authority at times specified by them.

Teaching and learning in Communication and Language and Literacy and Numeracy is monitored by the literacy and mathematics co-ordinators through learning walks, lesson observations and pupil interviews. Other areas of learning and development in the Foundation Stage are monitored in this way by the respective co-ordinators on a three year rolling programme, outlined in the School Improvement Plan.

Transition

We believe that transition should be an ongoing process through the year, rather than an event at the end of the year.

We home visit every child before admission to F1 and to any children from other providers who join us in F2, to get to know the child in their own surroundings and to help build trusting relationships with child and parent/carer. In both Foundation 1 and 2 a gradual induction process allows the child to settle in at a gentle pace.

We hold welcome meetings for parents and several information meetings where they meet their Keyperson and exchange valuable information.

Parents are welcomed into classrooms to settle or work alongside their child or to help with small groups, library, special events etc. Regular parent workshops take place and Family Learning courses are arranged through the

Extended Services Co-ordinator. Parents are most welcome at all times in all learning areas.

A transition programme from nursery into school ensures children and parents are well informed and are familiar and comfortable with the environment and procedures. This includes several information and informal sessions, transition books to share with their child, videos of their children playing and learning in school etc.

Foundation 2 to Year 1

- Children are encouraged to develop independence e.g. when dressing and undressing throughout the reception year. Formal PE lessons are introduced in summer term.
- Foundation 2 practitioners plan for more structured activities to be undertaken during the summer term.
- Individual EYFS Profile folders are passed on to Year 1 teachers, accompanied by in-depth discussion and moderation between teachers and year groups. This includes a report on progress in the Characteristics of Effective Learning.
- Foundation 2 and Year 1 teachers meet to discuss individual needs of children in July
- Foundation 2 children visit their new Year 1 class and teacher for a minimum of 2 full day sessions in July.
- Y1 teachers work with F2 children in their classes for regular sessions in summer term.
- Parents are invited to information sessions and given transition books to share with their children.
- High quality foundation stage practice is continued throughout year 1 and year 2, offering continuous provision to all of the children.
- The classrooms include learning areas similar to the Foundation 2 classrooms: role play, writing table, sand and water etc, set out in the same way with the same furnishing, labelling, colour coding and so on.

Foundation stages 1 and 2 liaise and plan to ensure continuity throughout the Foundation Stage. We share and moderate assessments, review working practices and provide a sensitive transition process. We also link with colleagues in our area via Family of Schools meetings, sharing good practice workshops and moderation meetings. We attend EYFS Coordinators meetings and Early Education courses across the city.

The Role of parents

Parents are welcomed and made to feel valued. We recognise the role of parents as their child's first educator and their future role, in educating their child. We promote close working partnerships with parents and carers from the first point of contact with our school.

- Foundation staff home- visit the children before they start in our school;
- parents are invited to an induction meeting the term before their child starts school and nursery;
- the children have a gradual and sensitive admission into both Foundation 1 and Foundation 2 classes;
- the children have a staggered start to nursery and school to ensure each child feels welcome and secure. Parents are encouraged to stay if there are any settling in problems;
- parents are encouraged to talk to their child's teacher or key worker if they have any concerns;
- parents are offered regular opportunities to talk about their child's progress;

- learn – share mornings are held every week enabling parents to discuss current learning and contribute to future learning.
- parents are regularly informed of the targets their children are working towards, given support and resources to help their children at home and updated when the targets are achieved/changed.
- Several reward systems are in place which include parents and encourage their efforts.
- formal meetings for parents are held at which the parent can discuss their child's progress in private;
- activities are arranged throughout the year that encourage parental involvement.
- Regular newsletters are sent out (both as electronic and paper forms) to keep parents/carers informed of whole school issues. There is a school website where these are also available.

The Role of the co-ordinator

Organisation changes annually depending on the numbers of pupils. Where possible, Foundation 2 children are taught in single-age classes with an adult to child ratio of around 1:15. Foundation 1 children have an adult to child ratio of at least 1:8.

The teaching team is made up of qualified teachers and Level 3 teaching assistants who work closely together for the benefit of the children. Other unqualified assistants (e.g. trainees and volunteers) may provide additional assistance under the supervision of qualified staff.

The EYFS Co-ordinator has responsibility for the co-ordinating and leadership of the overall provision.

The role includes:

- Ensuring the provision of an appropriate, comprehensive and stimulating curriculum.
- Leading the staff team and supporting them in ensuring the school's policies and practices are delivered to a high standard.
- Taking an overview of the learning environment and resources to ensure they meet our high standards
- Co-ordinating planning, assessment, recording and reporting.
- Maintaining good liaison with parents, pre-school providers and the community.
- Reporting on standards of teaching and learning to the head teacher and governors
- Participating in the LEA's moderation programme for early years settings

Monitoring and Review

The Headteacher, with the support of the Early Years Foundation Stage Coordinator, will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

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| Date Policy Written / Updated: | November 2023 |
| Date Policy accepted: | |
| Date of Next Review: | November 2024 |
| Signed (Headteacher) | |
| Signed (Chair of Governors) | |
| Minute Number | |