

Sutton-on-Trent Primary and Nursery School



Early Years Foundation Stage Policy

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Early Years Foundation Stage Policy

Introduction

"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up".

*"Early Years Foundation Stage Profile"
Department for Children, Schools and Families 2012*

Aims of the Early Years Foundation Stage Curriculum

- 1 To provide quality learning experiences for all children both inside and outside the classroom. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
- 2 To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities. "What the child can do" will be our starting point.
- 3 To allow the children to lead their own learning with flexible planning based on their interests.
- 4 To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- 5 To support pupils in the following outcomes; staying safe, being healthy, enjoying and achieving, make a positive contribution and achieving economic well being.
- 6 To give the children a wide variety of opportunities and experiences which to develop their own learning styles and work in conjunction with the 'Characteristics of Learning'
- 7 To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum.
- 8 To provide a widely differentiated curriculum providing equal learning and development opportunities for all the children.
- 9 To ensure that children learn and apply basic skills in reading, writing and mathematics.
- 10 To create a partnership with parents to support and enhance the development of the children.

The Curriculum

In the Early Years Foundation Stage (EYFS) class at Sutton-on-Trent Primary and Nursery School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Communication and Language (CL)
- Personal, Emotional and Social Development (PSED)
- Physical Development (PD)

The specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan a wide range of activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas, children will learn in a variety of ways, both with an adult and independently.

Children have access to three learning areas:

- The inside classroom
- The outside classroom – adjacent to the inside classroom
- The Forest Garden. This outdoor environment is where children are encouraged to learn alongside nature. We use natural materials and resources to create learning opportunities for independent thinking, working and problem solving. Children are provided with waterproof suits and wellies. We teach the children to understand that we are only visitors to the nature in the Forest Garden and we must respect that.

Learning objectives are planned using the EYFS Statutory Framework, Development Matters document. These are planned for in all areas, with some areas changing daily. These activities and learning experiences are planned for as enhancements to our high, quality continuous provision. We highly value 'in the moment' (ITM) learning for all children.

The Importance of Play in the EYFS

Play underpins the Early Years Foundation Stage. At Sutton-on-Trent we provide opportunities for play, both indoors and outdoors, as the fundamental way in which young children learn. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although we recognize that some children may need extra help from adults. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to,

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play

Planning, recording and assessment

~~In the Moment~~ Planning

At Sutton-on-Trent Nursery and Primary School we believe in allowing children to take ownership of their learning, whilst still being appropriately challenged. When children start our Little Gems Nursery in the term following their third birthday, they are introduced to this way of working.

Our Early years curriculum is carefully planned to ensure children make progress and is linked to the National Curriculum to provide the foundations for all future learning. Our long term plan sets out the broad expectations for learning throughout the Early years.

Learning activities are planned to include a balance of focussed, adult directed activities and 'In the moment' planning which involves the adults observing and interacting with the children as they pursue their ~~own~~ interests and assessing and moving the learning on in that moment. This **balanced** approach leads to deep level learning, for all children. **We also encourage independent learning through our challenge activities.**

Children have the opportunity to work in each of the learning areas within the classroom, the outside classroom and the Forest Garden. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

Each term every child in Nursery has a focus week involving more detailed observations, interactions and time to work alongside staff. In preparation for this focus week, we invite parents to become involved and contribute with their own observations, comments and questions. A parent consultation meeting follows this, when next steps can be discussed.

During the Reception year we make a gradual move from ITM planning to more formal planning to prepare the children for Year 1. We follow the Twinkl Phonics scheme and White Rose Maths.

Recording

Each child has their own Learning Journey recorded on Tapestry and all observations are shared with parents as they are recorded.

Reception children also have learning recorded in their maths, writing, phonics and challenge books and these are shared with parents at parent's evenings. Progress in reading is recorded in individual reading diaries in which we encourage all parents to contribute to.

Nursery children have learning recorded in writing books and on their termly ITM review meetings.

Assessment

When children start in the Nursery we make an 'on entry' assessment within the first two or three weeks, when staff are sure that they are settled and comfortable.

In reception all children have a statutory, national baseline assessment made during the first 6 weeks of their reception year. Progress in phonics is formally assessed termly. At the end of Reception children are assessed on the Early Years Foundation Stage Profile. Information gained through recording and assessment is shared with parents, other school staff and outside agencies as appropriate.

Starting arrangements to Little Gems Nursery

Before children start in our Little Gems Nursery, we encourage parents and their child to visit us during a school day. We also carry out a home visits undertaken by two members of staff, where we can meet the child and parents more informally in their home environment. This is an important opportunity to share information needed prior to their starting date, to discuss any personal issues and answer any questions. Children are then invited to come and visit us, once with their parents and once on their own, prior to their official start date.

Transition

At the end of the Reception year, the children move into Year 1. In preparation for this, we arrange visits with the Y1 teacher both within the EYFS classroom and the Y1 classroom. We have a whole school transition week in the summer term. Staff also carry out transition meetings to discuss children's individual needs and learning styles ready for the start of Y1.

Intimate Care

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, personal hygiene after using the toilet and changing underwear following an incident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child.

No intimate care will be given without the express permission of the parent or guardian of that child.

Health and safety

All members of the Foundation stage team are fully First Aid trained. There is also at least one member of staff who is Paediatric First Aid trained

Generic risk assessments are completed in accordance with the school policy. The health and safety lead carries out regular checks across school with a member of the Governing body. Adults working in the Foundation area check equipment daily and report any concerns they may have regarding the safety of the children.

Safeguarding

IPads are used daily for capturing evidence of learning and assessments. However, images of children are only published with the permission of parents/carers. Mobile phones that belong to staff members should not be used for school purposes unless agreed with the headteacher in exceptional circumstances and are kept in a secure place throughout classroom hours.

Staff follow Local Authority and school procedures when identifying and dealing with all safeguarding issues. Concerns and incidents are reported to the Designated Safeguarding Lead and are recorded on CPoms. Staff are involved in follow-up actions and referrals.

Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This includes children that are more able and those with specific areas of need and disabilities. Support Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. Staff ensure that families are fully involved in the plan-do-review process. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equal Opportunities Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

We follow the No Outsiders approach as a whole school.

Equal Opportunities

Aims

- To ensure that no child is excluded or disadvantaged because of ethnicity, religion, culture, family background, disability, gender, home language, special educational needs or ability.
- To ensure that all the children feel secure, included and valued.
- To establish feelings of respect and trust with all children and their parents or carers.
- To treat each child as an individual and provide equality of opportunity
- To encourage self-confidence and a positive approach to learning in all children.

During the home visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when planning and carrying out activities within the Foundation areas to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:-

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world

The curriculum will include activities to encourage children to respect their own cultural background and beliefs and those of other people. These will include:

- Activities relating to a wide range of religious, ethnic and cultural festivals
- Telling stories, listening to music and looking at pictures and videos from a range of cultures and religions.
- Role play activities that reflect a variety of cultures and family experiences
- Discussions with and between the children about the similarities and differences in their experiences and the reasons for those similarities and differences.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to ensure that all children are listened to carefully and with respect.

We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.