

Camrose Primary School with Nursery



Early Years Foundation Stage Policy



Article 3: All organisations which are involved with children should do what is best for the child.

Policy written by Melanie Stephens

**This Policy was updated in March 2023 and shared with the
Governing Body on**

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(Head Teacher)

Signed:

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(Governors)

This policy is due for review in **March 2022**

Camrose Primary School with Nursery Early Years Foundation Stage Policy 2023

Introduction

“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: Setting the standards for learning, development and care for children from birth to five DFE March 2021.

Aims and Intent

At Camrose we aim to provide motivating first-hand experiences to enable children to learn more and remember more. We also encourage children to build resilience, ambition and a lifelong love of learning whilst also learning how to look after their own mental health and wellbeing. Our curriculum is designed to recognise children’s prior learning both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Camrose Primary School, ensuring each individual reaches their full potential from their various starting points.

We recognise that all children are unique, celebrating and welcoming differences and diversity within our school community. Therefore, our curriculum is developed and adapted each year to follow the interests, fascinations and needs of the current cohort whilst also building specific knowledge and skills identified through the areas of learning.

Legislation

Our policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#)

The Early Years Foundation Stage (EYFS) extends from birth to the end of the Reception year. Entry into our school for Nursery is at the beginning of the school year in which they are four years old. Entry into our school for Reception is at the beginning of the school year in which the children are five (although compulsory schooling does not begin until the start of the term after a child’s fifth birthday).

Structure of the EYFS

The Nursery is located next to one of the Reception classes. The Nursery caters for 26 children in the morning. It has its own toilets within the classroom. There are particular zones, inside and outdoors (through a shared outdoor area with both Reception classes), designated for different areas of learning and play. The Reception classes are alongside each other. Reception caters for 2 classes of 30 children. There are particular areas designated for different areas of learning such as: construction, role play, ICT, writing and mathematics and a book corner etc. Each class has its own cloakroom area and toilet facilities. The Nursery is staffed by one full time teacher and one full time Level 3 qualified assistant. The Reception classes are each staffed by one teacher and one full time level 3 qualified T.A. Extra support in EYFS is sometimes provided by a TA for children that require 1:1 support.

All staff working with children in school are subject to an Enhanced D.B.S. check.

Teaching and Learning Times

Nursery: 8.30 a.m. – 11: 30 a.m.

Reception: 8:30 a.m. - 11:30 a.m. 12:30p.m. – 3:10 p.m.

Curriculum Implementation

The EYFS recognises that the experiences a child encounters during the first crucial years of their life are fundamental in determining their future social, emotional and physical development. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.

Three areas known as the prime areas of development are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The Prime areas ultimately work together to support children's development further in the four specific areas.

Prime Areas of Development:

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

Thereafter, four 'specific' areas complete the curriculum which includes the essential skills and knowledge required for children to participate successfully in society.

Specific Areas of Development:

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

Planning

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is design to be flexible so the children's unique interests are supported. Our curriculum includes a blend of whole class, guided, adult directed activities and child-initiated learning activities to ensure children are taught the knowledge they need to learn progressively as well as following their own interests.

The Planning within the EYFS follows the schools' Curriculum Overviews and Medium Term Plans, which are based around half termly themes. These plans are used by the EYFS teachers as a guide for short term planning and are looked upon as a working document as the teacher may alter the Medium Term Plans in response to changing needs, achievements and interests of the children.

Teaching

During each week the children will work with an adult to complete two group reading sessions (in Reception) the books are matched specifically to the phonic phase they are learning, ensuring they are able to read independently by decoding and working towards developing fluency. All children complete 2 weekly adult led Literacy and Maths tasks. We provide effective and focused interventions for those children who are finding learning challenging and are not on track to meet national expectations at the end of the year to enable them to catch up quickly with their peers. Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. The Early Years Curriculum is also carefully devised to ensure that the children are introduced to key concepts and bodies of knowledge that they will re visit in Key stage 1.

The school follows the Little Wandle Revised Letters and Sounds, validated systematic, synthetic phonics scheme. Through this all children learn to read and write with developing accuracy, fluency and automaticity. The scheme provides support for parents through a selection of videos online. All staff are trained and monitored regularly to ensure a consistent and successful approach.

Assessment

During the first six weeks of the Autumn Term the Department for Education Reception Baseline Assessment will be completed to provide an on-entry assessment. This is not intended to provide ongoing formative assessment for practitioners. It is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own leaps and bounds learning journey, which are shared regularly with parents. Parents are invited to attend a parents evening each term and reports which share both progress and attainment are written three times a year.

A range of formative and summative assessments are used to identify what children know and understand and to target their next steps in learning. The EYFS team collect evidence of children's WOW moments (significant learning moments) for their Leaps and Bounds Journals through observations, photos and children's work which are shared with parents throughout the year.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting expected levels of development

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters and birth to 5 [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Parents as Partners and the Wider context

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed and we meet regularly with them to ensure children's transition into school and that their EYFS Journey is a happy, positive experience allowing them to reach their full potential. This includes home visits, stay and play sessions, parent workshops, Leaps and Bounds WOW moments, reports and parent consultations as well as more frequent, informal communication to suit individual families. We operate an open door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Staff Training

EYFS staff have a good understanding how our curriculum feeds into the National Curriculum through our planning and CPD opportunities. Colleagues throughout the school are also aware of how our EYFS curriculum links to each foundation subject and the progression of the subject. We support the transition into Year 1 for both child and parents, this includes the children visiting their new class, meeting the new teacher and ensuring that the curriculum and pedagogy in Year 1 continues to reflect and build upon the independent learning skills children have gained in Reception.

In addition to the above the EYFS is based upon four overarching principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

1. A Unique Child:

'Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.'

At Camrose Primary School we recognise and build our curriculum around the understanding that every child is unique. We observe how each child learns to gain an understanding of the characteristics they develop to become effective learners. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. During their first year at school, the children are introduced to the learning habits. They are taught to be observant, investigative, curious, determined, imaginative, adventurous, co-operative and to use reasoning. They develop an understanding that everyone can learn with practice and effort. The children are taught how to learn and how to become successful, independent learners. We acknowledge that the learning experiences we provide will influence the children in different ways and ensure that planning takes account of this concept. We recognise that children develop differently and at different rates and that teaching and learning strategies which may be good for some may not be beneficial to all. Our Early Years staff work alongside this theory and through consistent assessment, adapt and change their practice to provide an education which allows all children to flourish and grow into competent learners and social beings.

Inclusion

We value the diversity of individuals within the school and do not discriminate. All children at Camrose Primary School with Nursery are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. We work closely with the local Children's Centres and Early Years Interventions (EYI) from the LA to ensure all pupils can access the curriculum and learning experiences.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences, interests and individual needs when planning for their learning.

In the EYFS, we set realistic and challenging expectations that meet the needs of all our children. We understand that children do not enter Camrose Primary School as 'blank sheets of paper' but come already equipped with diverse life experiences and social networks in place. They have, on entrance, a portfolio of learning opportunities and social encounters handed to them by their first educators; their parents. It is this awareness which guides our practitioners' planning to ensure needs are met for every child at Camrose Primary School and that each child is included.

Children for whom English is an additional language are valued for their linguistic diversity and our school encourages parents and children to develop and use their home language so that their developing use of English and other languages support one another.

2. Positive Relationships

'Children learn to be strong and independent through positive relationships.'

At Camrose Primary School with Nursery we recognise that children learn best when they are happy and are able to build upon current and future secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

'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 carers.'

At Camrose Primary School we recognise that the environment plays a key role in supporting and extending the children's development. Our EYFS environment is fluid and one which constantly adjusts to the children's changing attitudes, interests and maturity. Our 'enabling environment' begins and ends with the 'unique child' at the forefront of planning.

Each EYFS classroom is organised to allow children to explore and learn securely and safely. Child initiated learning is pivotal to development and therefore the classroom is set up where children are able to find and locate equipment and resources independently. The EYFS classes have their own shared, enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for learning and exploring things in different ways and on different scales. It offers the children opportunities to develop their gross motor skills, awareness of space and balance, to be physically active and to interact further with their peers. Outdoor learning has been recognised as being able to facilitate and promote learning for those children who experience difficulty in the confinement of an indoor area.

3. Learning and Development

'Children develop and learn in different ways.'

At Camrose Primary School with Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally although now look upon the three prime areas as fundamental. We plan to ensure that all curriculum objectives will be met and the children are able to progress towards the specific areas of development with the knowledge, skills and attitudes required to access the next stage of their learning.

The Characteristics of Effective Learning

These are inherent in all areas of learning. At Camrose Primary School EYFS we promote and embed these three characteristics [below] in our Early Years curriculum.

Playing & Exploring – Engagement

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and understand the need for and comply to rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. It should be established here that 'play' is also meticulously planned for and not an inevitable consequence of the provision of toys and role play equipment. Practitioners are trained specifically to interact and intervene in children's play at the appropriate time to forward the thinking and learning of the children who are subsequently engaged in activity.

Active Learning - Motivation

Active learning occurs when children are motivated and interested. Through the principle of active learning and motivation children will enjoy being involved and concentrating on their tasks. They are encouraged to keep trying through the use of positive encouragement and the 'Learning characteristic Animal characters' and will enjoy the euphoria of achieving what they set out to do.

Creating and Thinking Critically - Thinking

Activities are planned for which will enable the children to have confidence in their own thoughts and ideas. They will make links from their existing knowledge and build upon this in their future understanding. They will have faith in their own choices in the way to do things and develop creative and critical thinking to their full potential.

Safeguarding

At Camrose Primary School with Nursery, safeguarding our children is our top priority, the principle objectives are set out in the school's safeguarding policy. Primarily for the EYFS the following bullet points are pivotal to staff to ensure the school's safeguarding policy is adhered to and the children are kept safe at all times.

- No child will be handed over to an adult not recognised as the parents of that child without prior consent.
- External doors are locked after children have entered the school building and there is always a teacher on the doors to greet the pupils and parents.
- Unfamiliar adults are challenged by members of staff to ensure they have permission to be on site.
- Disclosures by children are reported immediately to the Designated Safeguarding Lead (DSL) and reported on 'My Concerns'.

We promote good oral health hygiene and practises, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- Way to stay healthy and safe
- The importance of brushing your teeth

In EYFS we carry out a daily supervised tooth brushing routine to promote good oral health hygiene and the importance of this: We follow [statutory guidance](#) for safety around supervised tooth brushing. We work very closely with Whittington Health NHS trust who support us through regular training and monitoring of our daily tooth brushing sessions.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Settling In and Transitions

During the first week of Nursery we do not expect children to spend a full three hours at school. We understand that for many children this is the first time away from their main care giver and we are able to adapt timings to ensure your child's transition into nursery is as smooth as possible. We encourage parents to stay on their child's first day through a 'stay and play session' (and longer if needed) to meet the teachers, view the setting and understand the rules and routines. We use this opportunity to share key information with parents/carers as well as gain key information from Parents/carers.

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory 'stay and play' sessions to Nursery/Reception to develop familiarity with the setting and practitioners. EYFS staff carry out home visits to meet children in the environment where they feel most comfortable to begin to build up relationships.

In the summer term, the new class teachers will visit children in their current class to create a positive bond then children will meet their new class teachers in their new classrooms. To ensure a smooth transition into key stage one, year 1 teachers meet with the Early Years staff and discuss each child's development against the Early Learning Goals. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Monitoring and Review

It is the responsibility of the EYFS team to follow the principles stated in this policy.

The Head teacher, Deputy Head teacher and EYFS Leader carry out monitoring on the EYFS as part of the whole school monitoring schedule.