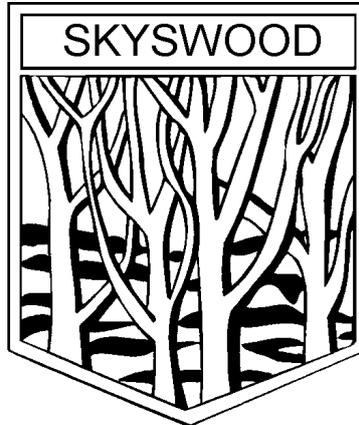


Skyswood Primary & Nursery School

EYFS Policy



January 2019

Review Date – January 2021

Introduction

Teaching and Learning is at the heart of all we do at Skyswood Primary & Nursery School. We believe in the concept of lifelong learning and that adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences not only help children to reach their potential but also lead happy and rewarding lives. As outlined in the EYFS, '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.'

EYFS

The EYFS is a statutory framework that sets the standards for learning, development and care of children from birth to five.

The EYFS is based on four principles:-

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- 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.
- **Children develop and learn in different ways and at different rates.**

The Curriculum

In the EYFS we aim to provide a broad, balanced and differentiated curriculum which addresses the children's social and emotional, physical, intellectual, moral and cultural development within a safe, secure and stimulating learning environment.

Our curriculum follows the EYFS 2014 Curriculum which consists of three prime areas and four specific areas.

Prime Areas:-

Communication and Language

- Listening and attention
- Understanding
- Speaking

Physical Development

- Moving and handling
- Health and self-care

Personal, Social and Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Specific Areas:-

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape, Space and Measures

Understanding the World

- People and communities
- The world
- Technology

Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

Although the three prime areas of learning are fundamental to the development of each child, all seven areas are inter-related and are delivered in conjunction with each other. All areas are delivered through a balance of adult-led and child-initiated activities.

The Statutory Framework for the EYFS 2014 details three **characteristics for effective teaching and learning** which are considered in planning and guiding children's activities and play.

Playing and Exploring

Children investigate and experience things and are willing to 'have a go'.

Active Learning

Children concentrate and keep on trying if they experience a difficulty and they also enjoy their achievements.

Creating and Thinking Critically

Children have and develop their own ideas, make connections between ideas and develop strategies for doing things.

Characteristics of Young Learners

Young children will have had a wide range of different experiences and will have a wide range of skills and interests when they join the EYFS. Children may join school at different times between three and five years old. They will already have learnt a great deal particularly from their families.

Children aged three, four and five are constantly encountering new experiences and seeking to understand them in order to extend their skills, develop their confidence and build on what they already know.

Children learn in many different ways. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other.

Practitioners have a critical role in this learning and should draw on a range of teaching strategies and knowledge of child development to extend it.

Principles for our Provision in the Early Years Foundation Stage

These principles provide the framework for our educational provision in our Early Years setting:

- Effective education requires both a relevant curriculum and practitioners who understand it.
- Effective education requires that practitioners understand that children develop rapidly and at different rates throughout their development - physically, intellectually, socially and emotionally.
- Practitioners provide an environment in which children develop and learn the fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance.
- Practitioners ensure all children feel included, secure and valued.
- Early years experiences build on what children already know and what they can do.
- No child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.
- School works in partnership with parents, carers and their families.
- To be effective, our Early Years' curriculum is carefully structured.
- We provide opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves.
- Staff observe and respond appropriately to children.
- Well-planned, purposeful activity and appropriate intervention by staff engages children effectively in the learning process.
- The children are provided with rich and stimulating experiences in a learning environment that is well planned and organised.

Teaching and Learning in the Early Years Foundation Stage.

Learning

In the Early Years we believe that play, both indoor and outdoors, is the fundamental way in which young children learn. We encourage children to:

- initiate activities that promote learning, enabling them to learn from each other.
- learn through movement and their senses.
- explore ideas and interests in depth by giving sufficient time for children to get 'lost in their learning'.
- become confident learners through supporting them to become secure in new concepts.

- be creative and use imaginative play activities to promote the development and use of language.
- make links in their own learning.

Role of the Practitioner

Teaching will help children to make connections in their learning and move forwards. This also includes helping children to reflect on what they have originally learnt. This learning is promoted by staff through well planned quality play and activities which encourage an appropriate level of challenge for each child.

There is a suitable mix of adult-directed and child-initiated activities. During adult-directed activities, the adults support children to develop new linguistic structures for thinking as this leads to a deeper level of understanding. Staff use a variety of questioning techniques in developing children’s knowledge and thinking skills.

Staff carefully plan for continuous provision during child-initiated learning, both indoors and outdoors, to provide a positive context for learning and teaching. Their role during this time is to interact with the children to develop their learning through play, in addition to making skilled and meaningful observations of the children. Staff use their observations to identify and inform children’s **Next Steps**. This continual assessment forms a picture of every child’s development and progress within the EYFS framework and beyond.

Planning in the Early Years Foundation Stage

Planning:

- is a continuous process that is informed by assessment of previous activities.
- involves all the adults in the setting.
- takes account of the Early Years Foundation Stage Framework, the early learning goals and the development matter statements.
- takes account of the factors associated with effective learning.

PLANS	CONTENT
Provisional medium term plans are produced for each area of learning within the EYFS	Written half termly as a guide for weekly planning – however the teacher may alter these in response to the needs, achievements and interests of the children.

Short term plans are completed weekly to plan appropriate coverage of the 7 EYFS areas of learning.

- Planning sets out specific learning intentions / activities and assessment links for specific groups.
- Staff, parent and student deployment, evaluation of learning and suggestions for future planning are included on sheets. Planning may be amended daily/weekly to develop children’s interests as needed.
- Individual planning - may link to specific observations and assessment of individual pupils.
- Additional planning sheets are used in Reception for Literacy and Mathematics.

Assessment, Recording and Reporting

Regular assessments are made of the children’s learning and this information is used to inform future planning to reflect identified needs.

The assessment processes in the EYFS:

- Offers all our children an opportunity to show what they know, understand and can do
- Recognises all the areas of learning in the EYFS
- Relates to the individual characteristics of learning of individual pupils
- Relates to clear learning intentions
- Enables staff to plan more effectively
- Helps parents to be fully involved in their child’s progress
- Provides us with information to evaluate our impact

Record Keeping

Record	Purpose
Nursery and Reception baseline assessments are completed by the end of the fourth week into the term in which the child joins the school on the relevant developmental matters age band for each individual child.	<ul style="list-style-type: none"> • Individual observations help plan for learning based on child’s starting points. Baseline provides a basis for discussion with parents about their child’s learning.
Short term plan with assessment jottings about children	Changed/ annotated when staff need to indicate children who exceed the learning or require further support.

<p>Individual Records:</p> <ul style="list-style-type: none"> ▪ Observations from adult led activities and during child-initiated learning - planned and informal, may take a written or electronic form. Observations are annotated with child's name, date, learning context, child's comments and <i>Next Steps</i> where appropriate. ▪ Photographs to evidence learning. ▪ Examples of the children's work. ▪ Shared information from parents/ carers relating to the child's development. 	<p>Individual Learning Journals:</p> <ul style="list-style-type: none"> • Provide evidence of progress made. • Show areas for development through identified <i>Next Steps</i>. • Serve as a monitoring tool for staff, child and parents.
<p>Report or equivalent consultation document</p>	<ul style="list-style-type: none"> • Summary of individual records. • Shared with parents at parents' evening.
<p>Wellcomm assessments</p>	<p>Monitoring communication and language.</p>
<p>Termly Read Write Inc. assessments</p>	<p>Monitoring acquisition of phonic knowledge.</p>
<p>Highlighted Development Matter statements to show progress at the end of each term.</p>	<p>Shared with parents as necessary alongside the <i>What to expect, when?</i> guidance</p>
<p>EYFS Portfolio. At the end of the year:</p> <ul style="list-style-type: none"> - Nursery children are assessed against the Development Matters 'ages and stages' as Emerging, Developing or Securing. - Reception children are assessed against the Early Learning Goals as Emerging, Expected or Exceeding (The EYFS Profile). 	<ul style="list-style-type: none"> • Used to illustrate standards. • Contributes to whole school portfolio.

Induction and Transfer

Parental Involvement in Induction

Parents are children's first and continuing educator; they need opportunities to share their knowledge and relevant information about their child with school. They also need opportunities to visit school prior to their child starting, so they are able to learn about our practices and routines.

Home School Agreement

On entry, parents are required to sign a Home School Agreement that sets out the agreed responsibilities of the school, the family and the child in order to ensure a successful partnership that provides the best possible educational opportunities for the child during their time at Skyswood.

Transition into Nursery

- School tours are offered to all prospective parents and children.
- Parents are invited to a Welcome Meeting in July where the Headteacher makes a presentation to the parents. The Nursery teacher will also speak about induction and parents receive an information pack including admission forms.
- Prospective nursery children are invited into Nursery in July for a short visit of 1 hour ('Stay and Play') with their parents.
- The Nursery teacher offers all the parents and children a home visit prior to admission with the Nursery Teacher and EYP one of which will be the child's Key Worker.
- The Nursery teacher analyses all the admissions forms for the children entering Nursery and if necessary will speak to the child's previous setting or the child's parents to obtain further information to support a child's special educational needs.
- When children start at the Nursery they are placed in a group with a key worker whose role it will be to settle the child into Nursery. This adult will work with them at group times, keep a record of observations and set targets for each child in their group.
- Over the transition period children entering Nursery do so as part of a staggered start, where parents/carers may stay or leave if they wish. Most children enjoy their first visit very much and are eager to come into Nursery. Staff ensure that all children are given appropriate support particularly during their first few days. A few children need extra support for a longer period of time and if this happens practitioners will work closely with the child and their parent/carer to solve any problems and agree a personalised induction plan to suit that child's needs.

Transition from Nursery to Reception

Not all the children who attend the nursery at Skyswood Primary & Nursery School will join the Reception class at Skyswood Primary & Nursery School at the end of their time in Nursery. The Nursery will support arrangements made by other schools to implement their induction programmes. Children's records and portfolios of work are forwarded to children's new schools.

Nursery children have opportunities to use the school hall for P.E. and to take part in special events e.g. Christmas Nativity. They have regular music sessions in the

Skyswood music room. All of these experiences help the children to prepare for the transition to Reception, no matter where they go to school.

- School tours are offered to all prospective parents and children.
- Parents are invited to a Welcome Meeting in the Summer term where the Headteacher makes a presentation to the parents. The Reception teacher will also speak about induction and parents receive an information pack including admission forms.
- In July, children visit twice with their parents. The first visit provides an opportunity to play and to sample a school lunch. The second is a story time visit.
- The Induction Programme at the beginning of the Autumn term is as follows:
 - Parents and their children are offered a home visit or a 20 minute parent consultation in the classroom on Day 1, 2 or 3.
 - On Days 4, 5 & 6, ten new children start each day and go home at 12.00pm.
 - Day 7 – All children stay to lunch and go home at 1.10 pm.
 - Day 8 – All children stay for their first full day until 3.15 pm.

Deferred Entry to Reception

As a school our policy does not encourage children to be taught out of their normal age group except under exceptional circumstances, for example due to a special physical or educational need. Please feel free to arrange a meeting with the Headteacher if you wish to discuss deferring entry into Reception for your child.

Transition to Reception Classes other than Skyswood

- Reception teachers from other schools are welcome to come and visit the children entering their schools in our Nursery setting and liaise with the Nursery teacher.
- The children are encouraged to attend the new school's transition programme in the summer term.
- The SENDCO will liaise with the new school's SENDCO if required.
- The children's Learning Journals which include their parent consultation records and end of year report are passed on to parents for them to pass on to their child's new setting.
- A child information pack including parent consultation records, end of year report and 'ages and stages' highlighted sheets are passed onto the new school's Reception teacher.

Activities to Aid Transition from Reception to Year 1

- Reception children join the infants in the playground for Friday afternoon break throughout the year.
- The Year 1 teacher spends time within the Reception class during the summer term e.g. sharing work and story time.
- Children take part in a summer term class transition morning.

- Year R/Year 1 teacher handover meeting and moderation meetings (Year-end assessments (July) and end of autumn term assessments).
- In Year R, children attend celebration assemblies on a Friday from the spring term onwards. In Year 1, children begin attending assemblies Monday to Thursday in the spring term.

In Year Admissions

Any child starting in Nursery or Reception outside of the usual admission dates will be allocated a start date. Home visits occur where possible, and there will be close liaison between Nursery and Reception staff and parents.

Inclusion

We value all our children as individuals at Skyswood Primary & Nursery School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policy on Equalities.

Every child needs to achieve success in order to develop a positive self-image. We recognise that all our children, including those with special educational needs, require a differentiated approach in order for them to have access to the whole curriculum and therefore reach their potential.

Partnerships

Partnership with Parents

Working closely with parents during their child's time in the *Foundation Stage* will result in a positive impact on a child's successful development and learning. The partnership needs a two-way flow of information, knowledge and expertise to support the child fully.

To achieve an effective partnership with parents we will:

- Show respect and understanding for the role of the parent in their child's education.
- Give parents opportunities to discuss their child's development and to listen to concerns they have.

- Ensure our settling in arrangements are flexible, giving children time to become secure and all adults involved in this- staff, parents and carers-time to discuss each child's needs.
- Make all parents feel welcome and valued.
- When appropriate use the knowledge and expertise of parents and other family members to support learning opportunities in the classroom.
- Use a variety of ways to keep parents fully informed about the curriculum.
- Discuss children's progress and achievements through meetings, on parents evenings and open days.
- Involve parents in continuing relevant learning activities at home. Similarly experiences at home will be used to develop learning at school.
- Celebrate children's achievements and experiences at home, for example through sharing 'Wows', 'Special Moments at Home', 'A Moment at Home' and 'Reading leaves'.
- Include parent/carers contributions to children's learning journals.

Role of the Key Worker

A key worker has a special responsibility for the education and welfare of a group of children in Nursery or Reception, to help them become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. Every child is allocated a key worker who will be the class teacher or an Early Years Practitioner. The class teacher however has overall responsibility for the learning and development of all children in the class.

Family Support Service

The local Family Support Service provides support for families to ensure children under the age of 5 receive the best possible start in life. This may be in the form of outreach or working in partnership with other Early Years professionals, such as speech and language therapists, in addition to running a range of training courses. We aim to liaise with the Family Support Service to meet the children's needs.

Children's Safety and Welfare

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous

ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection, Intimate Care.

Behaviour Management

The class teacher has the overall responsibility for Behaviour Management supported by the EYP's and other members of the team. All practitioners follow the same behaviour management system (see school policy) to ensure continuity and stability for the children. The children are aware of the Nursery and Reception rules through circle time and through positive behaviour being reinforced through praise.

Use of Cameras and Mobile Phones

Staff are prohibited from using their personal cameras in the setting. Staff and visitor's bags, personal possessions and mobile phones are stored away from the children in a secure cupboard/area. The use of mobile phones is prohibited in Nursery and Reception when children are present and this applies to staff, parents/carers and visitors.

Staff Medication

Any medication a staff member may require must be stored safely away from children.

Staff and Professional Development

The Early Years staff will attend appropriate courses/information evenings to extend knowledge, skills and expertise and in order to keep up to date and abreast of educational developments. The information is then shared with members of the team and, where appropriate, fed back to the whole school staff.

Monitoring and Evaluation

The Early Years Coordinator will be responsible for overseeing the delivery of the appropriate curriculum and the evaluation of its success. This information will be shared with Early Years staff at regular meetings and will be used to support future

planning and development initiatives. The Early Years staff are responsible for the day to day running of their classes.

Other Policies

Links to other school policies identified in the Early Years Foundation Stage Framework (EYFS) July 2014:

- Child Protection
- Health & Safety
- Positive Behaviour
- Confidentiality
- Disciplinary
- Equal Opportunities
- Supporting Children with Medical Conditions
- Admissions
- Complaints
- Fire Safety
- SEND
- School Uniform