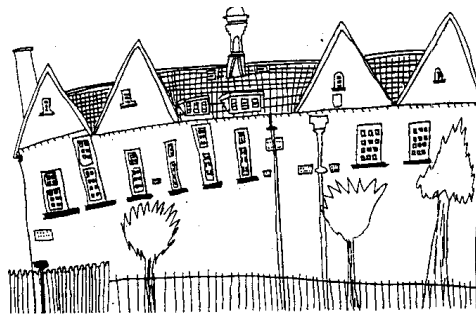


# Letchmore Infants' And Nursery School

## EYFS Policy



**September 2024**

**Review Date - September 2026**

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## Introduction

Teaching and Learning is at the heart of all we do at Letchmore. 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 Curriculum which consists of three prime areas and four specific areas.

## **Prime Areas:-**

**Communication and Language**

**Physical Development**

**Personal, Social and Emotional Development**

## **Specific Areas:-**

**Literacy**

**Mathematics**

**Understanding the World**

**Expressive arts and design**

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 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 children develop rapidly and at different rates throughout their development - physically, intellectually, socially and emotionally.
- 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 give 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 indoors 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. Adults will model language and provide opportunities to extend children’s thinking.

**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 developmental matters towards them.
- takes account of the factors associated with effective learning.

PLANS	CONTENT
Provisional <b>medium term plans</b>	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.
<b>Short term plans</b> are completed weekly to plan appropriate coverage of the 7 EYFS areas of development.	Planning sets out specific activities and assessment links for specific groups. Planning amended daily/weekly to develop children’s interests as needed. Individual planning - may link to specific observations and assessment of individual pupils.

**Assessment, Recording and Reporting**

Regular assessments of the children’s learning are made 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 children's knowledge and skills
- 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**

<b>Record</b>	<b>Purpose</b>
Nursery or Reception Baseline completed by end of sixth week into the term in which the child joins the school on the relevant developmental matters age band for each individual child. Reception Children complete the statutory baseline.	Individual observations help plan for learning based on child's starting points.  Share view of the child's learning with parents after the Baseline is completed.
Short term plan with assessment jottings about children	Changed/annotated when staff need to indicate children who exceed the learning or require further support.
Report or equivalent consultation document	At the end of the academic year
Learning journey wall/book	Used to show a weekly record of children's learning across the curriculum, including children's voice.

### **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.

#### **Transition into Nursery**

- School tours/open evening are offered to all prospective parents and children.
- Parents are invited to a Welcome Meeting in June where the Head Teacher makes a presentation to the parents. The Nursery teacher will also speak about induction and parents receive an information pack.
- Prospective nursery children are invited into Nursery in July for a short visit of 1 hour with their parents.
- The Nursery teacher offers all the parents and children a Welcome visit to meet their key worker in September prior to starting.

- The Nursery teacher analyses all the admissions forms/transition tool for the children entering Nursery and where possible, will speak to the child's previous setting or the child's parents to obtain further information to support a child's educational special 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 Letchmore Nursery will join Letchmore 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 are forwarded to children's new schools.

Nursery children have opportunities to use the school hall for PE and to take part in special events. All of these experiences help the children to prepare for the transition to Reception, no matter where they go to school.

- School tours /Open evening are offered to all prospective parents and children.
- Parents are invited to a Welcome Meeting in June where the Head Teacher makes a presentation to the parents. The Reception teacher will also speak about induction and parents receive an information pack.
- Over a specified period of time in May, June and July, children are invited to stay and play each day during Child Initiated Learning to experience the whole learning space in Reception.
- In July, children will visit and spend an afternoon with their teacher
- Phase one- Welcome visit
- Phase Two – Children stay and go home at 12.00pm.
- Phase Three - Children stay to lunch and go home at 1.00 pm.
- Phase Four – Children stay until 3.00 pm.

This gradual introduction allows children to adjust to being away from home for long periods of time and to be introduced to routines and expectations before managing a whole day in reception.

### **Transition to Reception Classes other than Letchmore**

- Reception teachers from other schools are welcome to come and visit the children entering their schools and meet them in the nursery setting and liaise with the Nursery teacher.
- The children are encouraged to attend the schools transition programme in the summer term.
- The SENCO will liaise with the new school SENCO where required.
- The children's records are passed on to the schools Reception teachers.
- Reception children visit Year 1 with their own Reception teachers prior to the transition day

### **Transition from Reception to Year 1**

- The Year 1 teachers moderate end of Reception judgements with Reception staff.
- The Year 1 teachers meet their new classes on the Transition Day in July.
- Both Reception and Year 1 staff have a transition meeting to discuss the needs of all the children in the class.

### **In Year Admissions**

Any child starting in Nursery or Reception outside of the usual admission dates will be allocated a start date.

### **Inclusion**

We value all our children as individuals at Letchmore, 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 the Early Learning Goals and some exceed. 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 SEN.

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.

## **Partnership with parents**

Working closely with parents during their child's time in the foundation stage has 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.
- 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 a teaching assistant. The class teacher however has overall responsibility for the learning and development of all children in the class.

## **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.

We ensure that the statutory number of staff members are paediatric first aid trained in appropriate year groups.

### **Behaviour Management**

The class teacher has the overall responsibility for Behaviour Management supported by the 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. 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 Leader 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.

## **Policy**

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

- Safeguarding
- Child Protection
- Health & Safety
- Behaviour
- Confidentiality
- Disciplinary
- Equal Opportunities
- Medicines
- Admissions
- Complaints
- Fire Evacuation
- SEN
- Uniform

## **Evaluation and Review**

The policy will be reviewed and evaluated on a bi-annual basis.