


Shirley Warren Primary and Nursery School	Effective Date:	March 2024
Policy and Procedure Statement		
<u>EARLY YEARS</u> <u>FOUNDATION STAGE</u> <u>POLICY</u>	Revision Date:	March 2025
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	Approval by the FGB on:  Signed:  (Chair of Governors)	12 <sup>th</sup> March 2024
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At Shirley Warren Primary and Nursery School we believe that every child deserves the best start in life in order for them to achieve their full potential. Children develop quickly in the Early Years and their experiences at this stage can have a significant impact on their future learning. We aim to create a safe, secure and happy learning environment, developing and nurturing strong positive attitudes for children to become active, engaged and creative learners.

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Shirley Warren Primary and Nursery School children can start from two years old in our Pre-Nursery and continue through to our Nursery when they turn three then complete the end of EYFS in Reception, where they are admitted in the September following their fourth birthday. Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception classes.

Early childhood is the foundation on which children build the rest of their lives. At Shirley Warren Primary and Nursery School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

As a Rights Respecting School we at Shirley Warren Primary and Nursery School expect and encourage high standards of behaviour from all members of our school community. We teach children about the 'Convention on the Rights of the Child' so they are aware of their rights as well as how to respect other children's rights. All members of our community have a responsibility to treat each other with fairness, honesty, consideration and consistency.

## Introduction

Using the Birth to Five document in the Early Years Foundation Stage (EYFS)' as a building block for our curriculum, we will cultivate learning experiences for children to become independent, collaborative and innovative learners.

We aim to provide teaching and learning experiences of the highest quality linked to a broad and balanced curriculum to help our children make good progress towards and, where appropriate, beyond the early learning goals. While following this curriculum we also aim to respond to the individual needs of our children, their families and the community to secure foundations on which future learning can be built.

The Early Years education we offer our children is based on the following principles:

- To build on what children already know and can do;
- To ensure that all children are included regardless of ethnicity, culture, religion, home language, family background, special educational needs, disability, gender or ability;
- To offer a structure for learning that has a range of starting points, content that matches the needs of young children, and provision that enhances opportunities for learning both indoors and outdoors;
- To provide an equal balance of adult-led and child initiated learning.
- To provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- To promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- To work in partnership with parents and within the wider context
- To plan challenging learning experiences, based on the individual child, informed by observation and assessment
- To have a key person approach to develop close relationships with individual children.
- To adhere to the ratios recommended in the framework. This is 1:4 for Pre-Nursery, 1:8 in Nursery and Reception (with a qualified teacher).

The principles which guide the work of all Early Years practitioners are grouped into four themes:

- **A Unique Child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** - children learn to be strong and independent from a base of loving and secure relationships with parents and a key person.
- **Enabling Environments** - the environment plays a key role in supporting and extending children's development and learning.
- **Learning and Development** - children develop and learn in different ways and at different rates; all areas of learning and development are equally important and inter-connected.

We aim to ensure that children are provided with the knowledge and skills needed to become lifelong learners.

We also adhere to the Statutory Framework of the EYFS;

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## Curriculum

The Early Years Foundation Stage curriculum provides a range of activities and experiences through which children have opportunities to make choices and decisions, manipulate objects and materials and use language for a variety of purposes while receiving appropriate adult support and guidance. There are seven areas of learning and development of which three are 'prime areas' and four are 'specific areas'. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The prime areas are:

<b>Communication and Language</b>	Listening, Attention and Understanding
	Speaking
<b>Personal, Social and Emotional Development</b>	Self-Regulation
	Managing Self
	Building Relationships
<b>Physical Development</b>	Gross Motor Skills
	Fine Motor Skills

The specific areas are:

<b>Literacy</b>	Comprehension
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	Word Reading
	Writing
<b>Mathematics</b>	Number
	Numerical Patterns
<b>Understanding the World</b>	Past and Present
	People, Culture and Communities
	The Natural World
<b>Expressive Arts and Design</b>	Creating with Materials
	Being Imaginative and Expressive

As a team, we write long term and medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

In our Nursery (2-3 year olds and 3-4 year olds) much of the focus is on the Prime Areas, in order to build the foundations of learning. Staff work with their Key Children in a daily focused group time activity, as well as a teacher-led, whole class activity. Staff support children's learning through continuous and enhanced provision, fostering independence and observing children in order to identify their next steps. In Reception, children have two focused phonics Floppy's Phonics session every day as well as Literacy and Maths activities. During the day, children also have guided reading and child-initiated play (Choosing Time) where there is a mix of continuous and enhanced provision as well as adult-led group work.

## Teaching and Learning

The needs and interests of the children, the environment and the time of year are reflected in our planning. We organise the curriculum into topics, at least one topic per half term and then plan the learning to build upon prior knowledge through the terms. The children are taught from all seven areas of learning every week and each area is present in the classrooms and outdoor areas. The children feel listened to and valued because they contribute to the planning process, which gives them ownership and improves their learning experience. Through play, children are encouraged to become independent learners as they access the different areas of learning. It is important at this early stage that children are provided with the skills necessary to identify and communicate their needs and wants, look after themselves and their belongings and make choices. This independence helps children to make sense of the world around them and provides them with opportunities to create, investigate and communicate. We plan a balance between children having time and space to engage in their own child-initiated activities

and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In the Early Years Foundation Stage at Shirley Warren Primary and Nursery School we recognise the features of quality teaching and learning:

- The presence of strong partnerships between teachers and parents
- Teachers understand how children develop and learn and how these variations affect their teaching
- A well planned curriculum which helps children work towards the Early Learning Goals (end of Reception)
- Teachers give clear explanations and have clear expectations
- Teachers plan appropriate interventions and extensions
- All practitioners facilitate progression in learning through effective scaffolding.
- A well thought out environment, which allows children to feel safe and confident to communicate/talk about their learning and to develop as independent learners.
- Consistent assessment for Learning
- An underlying ethos of high expectations, praise and encouragement

## **The Learning Environment**

The Early Years Foundation Stage classrooms are organised to enable children to explore and learn securely and safely. There are areas where the children can be active, creative and quiet. Each classroom has got clearly defined learning areas where children are able to locate equipment and resources independently. The Early Years Foundation Stage at Shirley Warren Primary and Nursery School has an outdoor area for each age group (Pre-Nursery, Nursery and Reception), the children are able to free-flow between the indoor and outdoor areas. We deliver learning experiences through purposeful play with a balance of adult initiated and child initiated activities. Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Each classroom has the following areas set up rotating the learning to the current interests of the children and the learning intentions):

- Reading Area
- Literacy (Writing/Mark Making) Area
- Maths Area
- Role Play Area
- Construction (and small world) Area
- Creative Area

Opportunities are offered throughout all areas to encourage emergent writing.

## Outdoor Learning

Children will have the opportunity to learn outside on a daily basis throughout the year in all kinds of weather. Shirley Warren Primary and Nursery School provides wellington boots and waterproof overalls for children to continue to explore outside no matter the weather. Provision outside should allow children to have the freedom of the outdoors and offer children the opportunity to move on a larger scale, to be active, noisy and messy and to use all their senses with their whole body. Therefore, carefully planned outdoor learning experiences will help all children to find out about themselves and their capabilities. Outdoor learning helps develop self-confidence, independence and lays the foundations for a healthy life. We will ensure that there is a balance of adult led and child-initiated activities delivered through indoor and outdoor learning. We will monitor equipment so that outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable for their purpose (with daily risk assessments).

The role of any practitioner outside is crucial in:

- Supporting children's learning through outdoor planned play activity
- Extending and supporting children's spontaneous play
- Planning and resourcing the areas
- Developing children's language and communication in their play
- Observing children and adapting provision
- Supporting the children for the re setting up and clearing away of outdoor resources.
- Practitioners should demonstrate an enjoyment of being outside with the children.
- The provision outside should show clear links to the planned indoor curriculum and build on children's interests. Weather conditions should be viewed as an opportunity to develop children's learning.
- The outdoor focus practitioner plays imaginatively with children supporting their spontaneous play, talk and exploration.

## Observation and Assessment

Formative assessment is at the heart of our Early Years practice. All adults and children will play a key role in the development of robust observations to support and celebrate the child's learning uploaded to Tapestry. The evidence collected will not only inform assessment and future planning but will be an invaluable keepsake for our families.

Observations are recorded in a variety of ways; videos, photographs, written notes (short and long observations), children's learning, parent observations and are used to inform teacher assessment which will be shared with parents at different stages of the year. At the end of Reception, a child's Learning Journey will be used to provide evidence for the assessment of whether they are working at a stage which is emerging or expected in the Early Learning Goals (ELGs) for the seventeen areas of learning and development.

Communication and language is a particular focus and we track children's development of listening, attention, understanding, speaking and social communication through our Communication and Language Child Monitoring Tool. All areas of learning, assessment, progress and attainment are tracked through Tapestry and our own monitoring system.

Summative reports are given out to parents for their child in all EYFS classes at the end of the year to show progress in all seven areas of learning. Characteristics of learning are included, which describes the processes of how a child learns in the three main areas: Playing and Exploring, Active Learning and Creating and Thinking Critically.

### **Monitoring and review**

The Head Teacher, Early Years Foundation Stage Lead, and Subject leaders monitor through observations, learning walks and discussions as part of the whole school-monitoring schedule. Tracking happens every term but planning meetings are used weekly to reflect on planning and look at interventions. Tracking is also analysed to help inform planning and interventions.

### **Inclusion/ Special Educational Needs**

All children and their families are valued at Shirley Warren Primary and Nursery School. Children are treated as individuals and they all have equal access to our daily provision. All children are encouraged to achieve their personal best. The broad and differentiated nature of our planning means our plans are flexible enough to meet the needs of all children regardless of disability, ability, race, ethnicity, culture, language, gender, sexual orientation, age, religion or social background. Early identification of special needs is crucial to enable staff to support the development of that child. Concerns are always discussed with parents or carers at an early stage and the school's Special Educational Needs Coordinators (SENCO) is called upon for further information and advice.

In order to accommodate the individual's particular learning style, lessons will be planned, wherever possible, in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion.

All EYFS Staff are responsible for all the children in their class and within the group. All members of staff take observations on all children, not just those in their immediate class.

#### **Staff Role:**

- Develop secure trusting relationships with children and their parents/carers.
- Provide a secure base for children by supporting their interests and explorations and allowing them a safe space to explore.
- Provide a secure base for children by being physically and emotionally available to them.
- Comfort distressed children by acknowledging their feelings, offering explanations and reassurances calmly and gently.
- Acknowledge and allow children to express a range of feelings.
- Settle new children into the setting.

#### **Staff responsibilities include:**

- Keeping records of children's developmental progress, contributing observations to records kept by colleagues and sharing records with parents/carers.
- Observing children and analysing the information gathered through observation.

- Planning experiences for individual children based on your observations of their interests and developmental stages.
- Contributing to writing reports for parents/carers and holding regular meetings to discuss progress.
- Phased admissions so that children settle into the EYFS well.
- Communicating with parents/carers on a daily basis wherever possible.
- Planning and evaluation of key group times.

## **Welfare**

It is important to us that all children at Shirley Warren Primary and Nursery School are safe in their environment. We aim to educate children on boundaries, rules and limits to help them understand their purpose. We provide children with choices to help them develop this important life skill. Children should be taught to recognise and avoid hazards and be allowed to take measured risks. We aim to protect the physical and psychological well-being of all children.

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.

## **Health and Safety**

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 clear procedures for assessing risk, which includes procedures for keeping children safe during outings and for many aspects of the environment, or provision that may require a further risk assessment. In addition to this, a daily risk assessment is conducted in the Early Years Foundation Stage.

We also 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.

At Shirley Warren Primary and Nursery School we undertake:

- A whole school medicines policy ensures that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. First Aid training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent or carer. All medicine that is administered is recorded.
- Fresh drinking water is available at all times.
- Children's dietary needs are recorded and acted upon when required.
- Each classroom has a snack and sink area where healthy snacks and drinks are available throughout the day.



- A first aid box/bag/room is accessible at all times and a record of accidents and injuries are kept in the First Aid book.
- A fire and emergency evacuation procedure and policy
- All staff have had Safeguarding training

## Parents as Partners

We strive to create and maintain partnerships with parents and carers from the outset as we recognise that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate in their child's education and care as parents are children's first and most enduring educators - Please see our separate home-school agreement. At Shirley Warren Primary and Nursery School we develop long standing caring, respectful, professional relationships with our children and their families.

There are many opportunities for parents and carers to become involved in their child's learning. Early Years staff will communicate with parents and carers regularly to ensure that all parties are kept informed and included.

- We meet with parents prior to their child commencing school via Home Visits.
- We invite parents for Open Evenings/Stay and Play sessions. Parents are invited to stay and play sessions throughout their child's time in Nursery. Special transition days are set up before the children commence Reception.
- We have parent Workshops to support the parents in different areas of the curriculum.
- We release a piece of learning on Tapestry to the parents every two weeks
- We have parents evenings for the parents to get and update on their child's progress
- The parents are given access to Tapestry in September and are encouraged to upload and share learning from home.
- Parents are asked to write/sign their child's reading record to show that their child has read and engaged with their book.

## Transition

In Nursery there is a staggered intake this supports children with their Personal, Social and Emotional development. This is to ensure the Well-being and Involvement of each child according to the Leuven's Scale is catered for, so that there is effective and accurate baseline assessment.

Transitions are carefully planned for acknowledging the child's needs. We aim to establish effective partnerships with those involved with each child in order to provide the best support. We introduce the children to the setting in a safe and nurturing way to show that school is a safe place for them to learn, create and explore.

Each child transitioning from Nursery to reception and Reception to Year 1 will have a 'One page profile' outlining their strengths and individual information to help ease the transition into the following class. SEND children will have an additional 'SEND transition meeting proforma' to give more detailed information on their individual needs. Year 1 teachers will meet with the Reception staff to discuss each child's development against the Early Learning Goals in order to support a smooth transition into Year

1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children in our Pre Nursery and Nursery classes are already familiar to our team however we ensure that a proper handover occurs so that as they progress through our EYFS classes the children continue to progress in their learning.