

Godstone Primary & Nursery School



Early Years Foundation Stage Policy

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Aims

This policy aims to ensure:

- That every child can access a broad and balanced curriculum that enables them to develop the skills they need for lifelong learning
- High quality teaching and learning through the use of skilled practitioners and the learning environment so that every child makes good progress
- That the care and education of the children is a partnership between home and school
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is to guide the staff, governors and parents within the Early Years Foundation Stage team and within the school as a whole. It explains how the EYFS works and is structured at Godstone Primary and Nursery School. It is based on the Statutory Framework for the Early Years Foundation Stage and should be read in conjunction with this document. It is available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This policy aims to explain how this is used at Godstone Primary and Nursery School.

Every child is entitled to a safe and caring environment which enables them to learn. Diversity is celebrated and respected. No child is discriminated against (see Equal Opportunities, SEND and Equality policies).

Structure of the EYFS

Godstone Primary and Nursery School has two classes in the EYFS. The Nursery class takes children for either 15 hours at the beginning of the week (Mondays, Tuesdays and Wednesday mornings); 15 hours at the end of the week (Wednesday afternoons, Thursdays and Fridays) or 30 hours (all week). The Nursery takes a maximum of four two year olds and 26 three or four year olds at any one time. Children may start in Nursery the term (September, January and April) after their second or third birthday, or any term after that.

The Nursery day is from 8:45am to 2:45pm (6 hours), however, parents may choose to pay for an additional 30 minutes at the end of the day to tie in with the main school hours. Two year old children are either FEET funded (due to low income), or parents may pay. Three and four years olds are either funded for 15 or 30 hours depending on parents' eligibility. Parents may pay for the additional 15 hours if they are not entitled to the 30 hours.

The Reception class takes children from the September after their fourth birthday. Children are encouraged to attend full time after the initial staggered entry of up to three weeks.

Curriculum

There are seven areas of learning within the EYFS which are split into seventeen aspects. There are three prime areas and four specific areas. No one area is taught in isolation and the prime areas feed into all the specific areas.

Prime Areas:

Communication and Language Development

- 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 of the World

- People and communities
- The world
- Technology

Expressive Arts and Design

- Exploring and using media and materials
- Being imaginative

All areas of learning and development are connected to one another and are equally important. The children's play will cover many of these areas at one time and teacher directed lessons rarely cover only one area, developing a holistic approach to learning.

Planning

Staff plan engaging and inspiring activities and experiences that capture the children's natural curiosity and enable them to develop and learn fully. Learning may be based around a specific stimulus e.g. an object, a book, visitor or the world around them. The prime areas are the focus for the youngest children.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Topics are planned according to the children's interests. There is a long term plan for the year and each term is planned loosely to follow a learning journey depending on where the children take it. Short term planning is very flexible and sessions are adapted throughout the week to enable the learning to follow the children's interests that have developed during the week.

Planning is undertaken daily and is a reflective and reactive process. Each week the teachers evaluate the use of continuous provision and highlight any areas that can be improved through provocations, challenges, resources or use of adults.

Medium and short term planning is shared with the teaching assistants (TAs) to ensure continuity. The TAs are encouraged to share their ideas for learning and give feedback.

Teaching

Play underpins all development and learning for young children. It is through play that they develop intellectually, creatively, physically, socially and emotionally. Through their play children learn at their highest level, because they are enjoying what they are doing and are in control of their learning.

Each area of learning and development is implemented through purposeful play and through a mix of adult-led and child-initiated activities.

Play is structured through child initiated time sometimes known as 'activity time'. This is the time where children have extended periods of time to practise, rehearse and explore. The role of the adult is crucial in supporting the children's play and developing elements of challenge. The adults' extensive knowledge enables them to use the child's interests to focus and extend their learning in whatever area of the environment the child has chosen to work in. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Adult led activities may be planned or spontaneous. Children gather as a whole class, in large groups and small groups throughout the day for a range of adult and child led teaching and learning opportunities including talk times, story time, music, phonics, investigation time.

Stability of adults within the classroom is very important to young children. The Nursery is staffed with a qualified class teacher and at least one level 3 trained teaching assistant for

the three and four year olds and one level 3 trained teaching assistant to support the two year olds. In Reception there is a qualified class teacher and at least one teaching assistant. All staff are trained to support the children's learning and development through play, supporting the class teacher and teaching groups. Staff are trained to make and support observations to inform future planning and summative assessments including the EYFSP at the end of the Reception year.

The Nursery and Reception classes have their own separate classrooms and a shared outside area. The outdoor area can be arranged to enable a smaller space for younger children and is usually split into separate Nursery and Reception areas in the morning and opened into a shared space in the afternoon. This enables the children to have activities that are aimed more at a specific age range, but also time to share and work together. The classroom environments are set up to encourage free flow movement of children between the indoor and outdoor environments. Children are able to access all resources independently (unless it is a health and safety risk and in these instances children may ask adults to access resources for them e.g. on high shelves). Both the indoor and outdoor environments encourage the children to develop their skills and knowledge in all areas of the curriculum. The environment is planned to be stimulating and varied to encourage the children to develop their interests and the scope of their learning.

The Wider Context

The Nursery and Reception classes are an integral part of the whole school.

The Reception children join the rest of the school for some assemblies from January onwards. They also join the rest of the school outside at lunchtimes once they have settled into school. They do not join the school for playtimes mid-morning.

The local area is used as an important learning environment including visits to the local churches and library. Both classes go on a trip linked to the topic in the summer term. A wide range of visitors also come into the early years to share their knowledge and experiences including fire fighters, police officers and health care professionals.

Key Person

At Godstone Primary and Nursery School the Reception class teacher is the child's key person in the Reception class. In both classes the class teacher is responsible for planning and assessment. We acknowledge that some children will naturally develop stronger relationships with one adult within the class and therefore regular communication between all the adults is crucial to enable each child to reach their full potential whilst feeling safe and secure.

In the Nursery the children are assigned a key person which may be the class teacher or one of the teaching assistants. The children work in key person groups for sharing time. This enables them to be with a consistent member of staff and develop appropriate attachments to an adult who knows them well.

See Nursery Key Person Policy.

Assessment

On entry into school the children are assessed against the age band descriptions in the Early Years Outcomes. Assessments from previous settings are taken into consideration for children who join from another setting. This data is then entered into Target Tracker. The children are given a 'best-fit' judgement and placed into a band at either the 'beginning', 'beginning+', 'working within', 'working within+', 'secure' or 'secure+' stage for each of the seventeen aspects within the seven areas of learning. Children who are in the Pre2 cohort (usually two years old) may only be assessed in the prime areas.

Children are observed throughout the day in a range of contexts. This becomes our main form of assessment, however it is important that this does not lead to teachers only observing the children rather than playing with them and developing their learning. Only significant learning is recorded to help prompt the class teacher in his/her assessments and future planning and to share with the parents.

At Godstone Primary and Nursery School, we use the online learning journal 'Tapestry' to record the children's self-initiated learning and 'wow' moments. Tapestry allows the adults to take photographs and videos that are then annotated to record the significant learning that has taken place. The comments may be made by the adult observing or by the child themselves. The child may explain their learning to the adult during the session or they may share it with the whole class at the end of the session whilst an adult records what they say. When a child reviews their learning at the end of a session this can cement their learning, inspire others and allow others to ask questions to help the child think more deeply about their learning. The class teacher may use these observations to record the areas of learning that this observation is evidence towards, rather than stating that this observation shows that the child has achieved this statement. If the adult, either class teacher or TA, has observed the learning taking place (rather than a finished product) then they will record the Leaven scales and Characteristics of Effective Learning.

The children's learning during adult directed activities may also be recorded on group assessment sheets during or after an adult has been working with a child in a group. These specifically relate to the learning objective for that group activity. Whole class assessment sheets are used where comments or shorter notes, usually in a whole class or large group situation, are recorded. Tick sheets may also be used when a child is being assessed against specific criteria e.g. number, phonics or shape recognition.

Evidence of the children's learning will come from a range of sources including the teacher, parents, child, teaching assistants, mid-day supervisors and other adults in school. The teacher's knowledge of the child from all of these sources is used to record the stage that the child is working at on Target Tracker each half term. This data is analysed and a report is submitted to the head teacher and governors.

At the end of the year the children are assessed against the 'Early Learning Goals'. The children are assessed as either 'Emerging' (not yet achieved the ELG), 'Expected' (achieved the ELG) or 'Exceeding' (exceeded the ELG). This data is then submitted to the LA.

Where children have been identified as needing extra support, the school SENCo is involved and actions are taken. Outside agencies are invited into school to discuss and advise where necessary (see SEND policy).

Marking and Feedback

Marking and feedback on the children's learning is always given verbally. Written or recorded learning may be 'marked' with a tick, stamp or initials to show which adult they have been working with but to enable feedback to be meaningful and relevant it is always given to the child verbally. This enables them to see the positive things they have done and also areas to develop whilst they are learning.

Where appropriate, the school's policy of 'Purple Praise and Green for Growth' is used to mark learning that has been recorded on paper. Purple ticks are made against the learning objective, and areas to be worked on are underlined in green. A comment may be written in purple to recognise success against the learning objective and another comment may be written in green to denote an area for growth. This is primarily for the benefit of the parents so that they can identify the strengths and next steps for their child's learning in a specific area. This will also be fed back to the child verbally. Stamps may be used to show children what they need to remember in their written work towards the end of the Reception year.

After specific lessons the children may be asked to review their own learning and put thumbs up if they are confident with the learning that has just taken place, thumbs down if they are still unsure and all the ranges in between.

Working with parents

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

Parents and/or carers are kept up to date with their child's progress and development both informally and formally. All parents have a consultation in the autumn and spring term, and receive a written report in the summer term. The two-year-old progress check and EYFS profile, alongside meetings and Tapestry, helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, progress, understanding and abilities.

All children in the Nursery and Reception classes are given an orange home link book. This is where both school and home adults can share any messages. In Nursery, it may be used to record how long the child slept for or any toileting needs they may have had. In Reception, it is also used as a reading record book for parents and school staff and to record reading that has taken place with the child.

'Tapestry' is an online learning journal that enables parents to have access to all of their child's observations. Parents are encouraged to comment on these observations and to add their own observations to share their child's learning at home with the school.

Parents are invited to share information on their child's progress throughout the year at arranged parent teacher meetings. At the end of the academic year, the teacher produces a written report and at the end of Reception this also includes the child's progress against the Early Learning Goals.

Transitions into Nursery

The wellbeing of a child is key to their learning and the most effective learning takes place when children feel secure, valued and confident. At Godstone Primary and Nursery School we understand the importance of visiting every child at home to meet both the parents and children in a familiar setting. At this meeting we find out the needs and interests of the child and answer any questions the parents may have.

Children may start in the Nursery from the term after their second or third birthday, or any term after that. Alongside a home visit, the children and parents are also invited to a 'stay and play' session to get to know the environment and adults in the Nursery. Children may begin with a staggered start and build up to their full hours if this is deemed appropriate by parents and staff for individual children.

Parents are welcomed into the Nursery classroom at the beginning of every day to enable informal discussions about their child's development and learning. This also allows any small worries or concerns to be shared.

See Nursery Admissions Policy.

See Nursery Settling In Policy.

Transitions into Reception

Attending the Nursery at Godstone Primary and Nursery School does not have any bearing on whether a place in the Reception class will be gained.

The majority of children transfer from the school's Nursery class into the Reception class at Godstone Primary and Nursery School. This smooth transition between Nursery and Reception enables the children to continue their learning in an environment that is familiar to them and with adults that they already know, and that know them. Throughout the year, the Nursery children share an outdoor area with Reception and get to know the Reception classroom through a range of shared activities. In the summer term, the children engage in more activities and story time sessions with the Reception teacher and in the Reception classroom.

Children who attend a different nursery or pre-school setting are visited by the Reception teacher in their pre-school setting to enable them to meet their teacher in a setting they are familiar with. The teacher also meets with the child's key person to ensure all information is shared before the child starts school. Children who have not attended Godstone Primary

and Nursery School Nursery class also get a home visit during the first week of the autumn term to meet the new teacher and teaching assistant in their own home. This helps the child to get to know the teacher and gives the parents an opportunity to meet the staff and share important transition information.

There is a full induction programme into Reception for both children and parents. This includes:

- A tour of the school.
- A general meeting about the school and EYFS curriculum, with the headteacher, EYFS lead and class teacher. Other key members of the school community are also introduced.
- Taster morning for children to visit the class to play and meet the teacher and other children who will be in their class.
- Home visits for children who are new to Godstone Primary and Nursery School.
- Meetings in school for children who attended the school's nursery class.

We understand that parents are the first and most enduring educators and aim to work with them to ensure their child develops in the best way possible.

Children in the Reception class are given a reading book to take home and share with an adult from November onwards. The children also take phonics sheets home to share with parents and phonics cards to practise recognising the graphemes and tricky words at home. During the year the parents are advised on how they can support their child's learning in reading, maths and other areas of the curriculum through the half termly early years newsletter and meetings with parents e.g. phonics meeting and maths workshop.

Parents are invited into school for monthly reading or maths mornings. The parents are given the opportunity to work with their child on reading or maths activities, which enables the parents to see how the children are learning in these areas.

Parent helpers are welcomed into the class from the second half of the autumn term. They are encouraged to join in with child initiated sessions as well as working with groups and individuals.

Health and safety

Every member of staff is fully trained in safeguarding children and child protection. There is always a member of staff in the EYFS who has a two-day paediatric first aid qualification. First aid kits and further trained staff are available in the school office. A telephone is available in the Nursery kitchen to gain assistance if necessary.

Every child has a free piece of fruit or vegetable available to them at snack time and the children bring water to school to drink throughout the day. Nursery children may also be offered toast as a mid-morning snack. Milk is available free to three and four year olds and

subsidised once the child turns five. The children wash their hands before snack times and lunch.

The children are taught to take care of their own health when toileting and the importance of washing their hands after specific activities e.g. gardening, handling minibeasts, painting. If children need assistance in using the toilet then one adult will support the child whilst another adult witnesses the care taking place.

See Nursery Nappy Changing Policy.

When observations are undertaken the child's well-being and involvement are also scored according to the Leuven scales. If a child does not have high levels of well-being and involvement then they are less likely to learn. These children will then become focus children to help improve their levels of well-being and involvement.

A visual risk assessment and check of equipment is made every day by a member of staff. There are risk assessments for both the indoor and outdoor learning environments. These are annotated with near misses and any accidents that may happen.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our school safeguarding policy.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See children's care policy which includes supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Appendix 2. List of additional policies and procedures for the EYFS

Godstone Primary and Nursery School Nursery Admissions Policy
Godstone Primary and Nursery School Settling In Policy
Godstone Primary and Nursery School Key Person Policy
Godstone Primary and Nursery School Nappy Changing Policy
Godstone Primary and Nursery School Equal Opportunities Policy
Godstone Primary and Nursery School SEND Policy
Godstone Primary and Nursery School Equality Policy