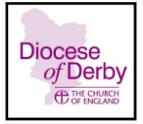




# Langley Mill C of E (Controlled) Infant School and Nursery



## EARLY YEARS FOUNDATION STAGE POLICY

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

| Written / Reviewed by | Date           | Approved by GB | Minute Number | Next Review Date |
|-----------------------|----------------|----------------|---------------|------------------|
| Leanne Gordon         | September 2012 | 3/10/12        | GB/2012/70    | September 2014   |
| Claire Jones          | November 2013  |                |               | November 2014    |
| Karen Scrivens        | November 2014  | 03/12/2014     | GB/2014/87    | November 2015    |
| Karen Scrivens        | May 2015       | 07/07/2015     | GB/2015/49    | September 2016   |
| Leanne Gordon         | September 2016 | TLC 16/11/2016 | TLC/2016/32   | September 2017   |
| Leanne Gordon         | September 2017 |                |               | September 2018   |
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## Langley Mill CE (Controlled) Infant School & Nursery Early Years Foundation Stage Policy

*"Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up."*

Statutory Framework for the Early Years Foundation Stage, Department for Children, Schools and Families, 2007.

At Langley Mill CE (Controlled) Infant School & Nursery we recognise that all children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in the Foundation Stage to build upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers, support staff and the nursery/reception teachers work effectively together to support children's continued learning and development.

This policy describes our aims and how we deliver quality, child centred education in the Foundation Stage where each child develops personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential.

At Langley Mill CE (Controlled) Infant School & Nursery we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe 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.

With this in mind we at Langley Mill CE (Controlled) Infant School & Nursery aim to ensure that the Foundation Stage is fun filled, brimming with the excitement of learning and flowing with a sense of enjoyment born from achievement. This is underpinned with a strong sense of community and a respect for the world we live in. We are guided by the "Statutory Framework for the Early Years Foundation Stage" document (Department for Education 2012) with "Development Matters in the Early Years Foundation Stage".

We believe in the importance of the themes and principles that underpin this guidance and are committed to the Characteristics of Effective Learning which enable children to make the best progress they can in all aspects of the Prime and Specific areas of Learning.

**Characteristics of Effective Learning:**

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

**Prime Areas:**

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication, Language and Literacy (CLL)

**Specific Areas:**

- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

At Langley Mill CE (Controlled) Infant School & Nursery we believe the Prime and Specific areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The EYFS is based upon four principles:

**1. A UNIQUE CHILD**

At Langley Mill CE (Controlled) Infant School & Nursery School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Our aim is to ensure we nurture and develop or strengthen these qualities in our pupils. We recognise that children develop in individual ways and at varying rates. We use a mixture of praise, encouragement, challenge and the modelling of positive learning attitudes and behaviours to enable children continue to be competent learners.

## 2. POSITIVE RELATIONSHIPS

*"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."*

At Langley Mill CE (Controlled) Infant School & Nursery School we aim to develop caring, respectful, professional relationships with the children and their families. If children and their families, feel secure and valued then they can be empowered to engage fully in all the learning experiences we offer and will partake in these with enthusiasm and determination.

## 3. ENABLING ENVIRONMENTS

At Langley Mill CE (Controlled) Infant School & Nursery School we recognise that the environment plays a key role in supporting and extending the children's development. The EYFS space is organised to allow children to explore and learn securely and safely. The classrooms are set up so that the children are able to find and locate equipment and resources independently. Each class has access to an outdoor area which is invaluable and has an extremely positive effect on the children's development and learning. Being outdoors offers opportunities for extending, experimenting with, practising and developing the learning that has taken place indoors or for initiating totally new learning. Doing things in different ways and on different scales adds variety and relevance to the children's learning. The space also allows the children to be physically active and exuberant in their learning.

## 4. LEARNING AND DEVELOPMENT

At Langley Mill CE (Controlled) Infant School & Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

*"Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."*

*Early Years Foundation Stage*

At Langley Mill CE (Controlled) Infant School & Nursery we believe that children's natural desire to play is an excellent vehicle for development and learning. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for 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. This holistic approach allows for a diversity and interlinking of learning that we believe is key in preparing our children for the ever changing and unknown future that they will inhabit as adults.

## **Aims**

### **We aim to:**

- Provide an environment where children and adults can experience the fun and enjoyment of learning and living.
- Provide an environment that welcomes and celebrates diversity and utilises the strengths and interests of the adults and community to foster understanding and positive life-long learning attitudes. Provide opportunities that promote and nurture the characteristics of effective learning.
- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- Use and value what each child can do, assessing their individual needs and helping each child to progress
- Enable choice and decision-making, fostering independence, self-confidence and resilience.
- Work in partnership with Parents/carers and value their contributions.
- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, sexuality or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development.

### **Policy to Practice:**

Here we briefly outline how we transfer our aims into results. This is not a definitive list of our practices but rather a brief overview that gives a flavour of what our Foundation Stage is like.

## **Planning**

Good planning is very important in making children's learning effective, exciting, varied and progressive; however daring to be flexible is the key to success. Our planning builds on and extends what children know and can do and shows how the principles of the EYFS will be put into practice and the learning goals achieved. Our planning is informed by the observations and assessments we have made of the children. All practitioners who work in nursery and reception at Langley Mill CE (Controlled) Infant School & Nursery are involved in this process. Planning is undertaken in three stages:

### **Long term planning**

We are following the Cornerstones Framework, which gives structure and coherence to the curriculum. Topics are planned for the year to ensure broad and balanced coverage that allows opportunities to 'spiral' learning.

### **Medium Term Planning**

Here we focus on a half terms work in more detail and make links between aspects of the curriculum.

### **Short Term Planning**

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

## **Staffing and Organisation**

At Langley Mill CE (Controlled) Infant School & Nursery we have a 52 place nursery, with 26 children in the morning and 26 in the afternoon. The children also have the opportunity to attend Nursery all day at a cost of £12 for each extra session requested. We also offer 30 hours funding to children who meet the criteria. At lunch times the children are provided with a school lunch which is served in the school hall and supervised by a designated midday supervisor. Nursery is staffed with a teacher and a teaching assistant. We can admit up to 42 children into Reception each year and dependent on final admission numbers, these children are taught in either a pure Reception or mixed Reception/Year 1 class. Both of these are taught with a full time teacher and teaching assistant as a minimum.

The children have daily opportunities for structured and free-flow play both in the classroom and in the designated EYFS outdoor areas. This time is supported by an

adult, who acts as a facilitator to the child's learning. The teacher liaises with the teaching assistant, regularly involving them in planning, preparation and assessment.

All practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. All practitioners also conduct and attend in-house training and disseminate new initiatives and ideas to colleagues.

### **Assessment, recording and monitoring**

We make a baseline assessment of each child as they start in nursery or reception within 4 weeks of admission using the EYFS framework guidance, Development Matters Bands and EYFSP exemplification materials. This is moderated in house and with local schools.

Throughout the year we use many forms of assessment to inform our planning and to track individual development. Assessment and recording may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents. We also encourage self and peer assessment. All this is recorded on the electronic Eazmag learning journey and books where appropriate.

Each child has a 'Development Matters Record' which is updated half termly. All practitioners who interact with the child contribute to the assessment process and all assessments help to inform the completion of each child's Early Years Foundation Stage (EYFS) Profile. At the end of the year the Profile is used to summarise the child's achievements in relation to the Early Learning Goals as described in the Statutory Framework.

The Head Teacher, Assistant Headteacher and EYFS coordinator monitor teaching and learning across the Foundation Stage and analyse the EYFS Profile data in conjunction with the assessment co-ordinator.

### **The Learning Environment**

We aim to create an attractive, welcoming, culturally relevant, stimulating and celebratory learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. The learning environment provides areas for: role play, reading, writing, maths, computing, creative, malleable, sand, water, construction, small world and puzzles. Children are encouraged to become independent learners and to take some responsibility for initiating their own learning activities.

### **Liaison with pre-school settings**

At Langley Mill CE (Controlled) Infant School & Nursery we have good links with our local children's centre. We coordinate visits, plan joint CPD and ensure good information sharing.

### **Transition to Nursery**

This happens termly and consists of:

- Admission meeting with nursery teacher and staff.
- Parent/child visit.
- Staggered entry with reduced hours initially.
- Nursery expectations booklet.

### **Transition to Reception**

This process happens in the summer and autumn terms and consists of:

- New starter's visit for parents/carers with vital information and prospectus given by HT.
- 1:1 transition meeting with children's learning supporter with completion of statutory forms.
- Parent & child visit to reception class with talk from class teacher and time for classroom interaction.
- Visits to any pre-school providers to meet the prospective children and to gather initial information from the Key Workers.
- Staggered entry to full time schooling during first week.
- Personalised induction books.
- Phonics/reading workshops within first 4 weeks of admission.
- Reception expectations booklet.

### **Transition to Year 1**

The Reception and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. This consists of:

- Reception children getting to know the Year 1 teachers well throughout their year in Reception through collective worship sessions, playtimes/dinnertimes and other whole school activities and events.
- Individual EYFS Profile summaries being passed on to Year 1 teachers with areas for development and gaps for individual children identified.
- EYFS Profile end of year summary being passed on to Year 1 teachers for trends analysis.
- Meeting between Reception and Year 1 teachers meet to discuss the individual needs of children in July.

- Year 1 children continue working on the EYFS framework until Christmas if they have not met the ELGs.
- Year 1 expectations booklet.

### **Home/School Links**

We recognise that parents/carers are the child's first and most enduring educators. We recognise and value the role that parents/carers have in educating their children and know that when home and school work together in unison this has a very positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise.

#### **We aim to develop this by:**

- Developing professional but relaxed relationships with parents/carers that engender trust and openness.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner.
- Inviting parents/carers to help in the EYFS classes or other classes in the school and to accompany children on school visits.
- Encouraging parents/carers to listen to their child read each night and to comment on reading progress in a home/school reading diary and complete a weekly home-learning task.
- Discussing children's progress with parents/carers at parents share days.
- Providing termly progress updates to parents and an annual written report to in July summarising the child's progress against the early learning goals and EYFS assessment scales.
- Holding parental involvement activities each term to enable parents to work alongside their children.
- Holding a variety of social events such Christmas Fayre and the Family Picnic.
- Encouraging parents/carers to contribute to learning journeys.

## **Equal Opportunities**

We value the diversity of individuals within the school and celebrate 'differences'. All children and their families are valued within our school. At Langley Mill CE (Controlled) Infant School & Nursery we aim to provide all pupils and adults, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, sexuality or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. All staff are aware of the influence of adults in promoting and modelling positive attitudes and understand the need to challenge stereotyped ideas or misguided thinking. For further information, see the Equalities Policy.

## **Inclusion**

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 and individual needs when planning for their learning. In the EYFS we set realistic and challenging expectations. Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities.

Additional adult support may be provided for children with special educational or medical Needs. Effective liaison between outside agencies, the SENCO, support staff, teachers and midday staff is key to effective provision. Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Inclusion Policy. We have high expectations of all children. For further information, see Inclusion Policy.

## **Safeguarding**

In the Foundation Stage we are particularly vigilant as we recognise that very young children are less able to verbalise their 'rights' and to express their experiences. Staff are all aware of safeguarding procedures and the school and LA policy is adhered to. Please refer to the Child Protection & Safeguarding Policy.

## **Health and Safety**

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits. We provide children with choices to help them develop this important life skill. We believe that children should be allowed to take risks, manage risks and be taught to recognise and avoid hazards. Please refer to

'Health and Safety' Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training).

We aim to protect the physical and psychological well -being of all children. (See Child Protection and Safeguarding policy).

**Monitoring and Review**

The effectiveness of this policy will be monitored and evaluated by the Headteacher, Governors and EYFS coordinator and will be reviewed on an annual basis.