

**ALL SAINTS' PRIMARY SCHOOL, ALREWAS**  
**EARLY YEARS FOUNDATION STAGE POLICY AND PROCEDURES**



***'Believe to Achieve'***

**Mission Statement**

*'To provide quality education for our children in a happy, secure Christian environment, encouraging pupils to achieve their potential academically, spiritually and socially.'*

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Nursery and Reception classes.

*As outlined in the EYFS '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. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.'*

We adhere to the Statutory Framework of the EYFS and the **four** guiding principles that shape practice within Early Years settings.

- 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**

### Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old (the end of the reception year). In our school we have two classes:

1. A nursery class admitting 26 part-time children for the academic year in which they turn four (Kittens) including a pre-nursery group admitting children the term after their third birthday (Kitten Tots).

2. A reception class (Bobcats). Children start in reception class in the academic year in which they turn five.

**A Unique Child** - every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development inclusion; safety; and health and well-being.

At All Saints' Primary School we recognise that children develop in individual ways, at varying rates. We use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

It is important to us that all children are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. For health and safety reasons children are not permitted to wear ear-rings in school. *Please also refer to Whole School Safeguarding Children policy.*

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

At All Saints' Primary School we understand that we are legally required to comply with certain Welfare and Safeguarding requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We endeavour to meet all these requirements.

**Positive Relationships** - how children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.

At All saints' Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. At our school the Reception Class Teachers act as a 'key person' to all the EYFS children in their classes, supported by the Teaching Assistants. In the Nursery Class the teacher and assistant(s) have their own 'key worker' group(s).

### **Partnership with Parents**

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a 2-way flow of information, knowledge and expertise.

We aim to develop this by:

- Outlining the curriculum/routines: Summer term meeting for new reception parents. New nursery and reception parents and children's induction morning in July to enable them to understand the value of supporting their learning at home.
- Encouraging parents/guardians to complete information in the induction packs.
- Evening meetings will be held for parents where staff will present our rationales for reading, phonics, maths and 'school readiness' in general.
- Sending home a half-termly topic letter informing parents/guardians of the key learning intentions taking place in the nursery and reception classes.
- Parents complete half termly children's interest's sheets to contribute towards planning.
- Completion of termly 'Proud Clouds' and 'I can..' slips.
- Holding termly workshops in reception and 'stay and play' sessions in nursery to provide an opportunity for asking questions and sharing information.
- Operating an 'open door' policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner.
- Discussing individual targets with parents/carers in reception class during 'parents evening' each term.
- Inviting parents to make an appointment with the class teacher/keyworker in nursery half termly.
- Provide a written transition summary report to parents/carers in July summarising the child's progress against the Early Years Outcomes and next steps for nursery children and the 'early learning goals-EYFSP' for reception children.
- Holding a 'nursery graduation' service in July to celebrate nursery children's achievements and significant steps along their learning journey.

**Enabling Environments** - states that the environment plays a key role in supporting and extending children's development and learning. The commitments are focussed around observation, assessment and planning; support for every child; the learning environment; and the wider context - transitions, continuity, and multi-agency working.

### **Observation, Assessment and Planning**

Through observation we assess the children's interests, stages of development and learning needs before planning challenging, achievable activities and experiences to extend the children's learning.

At All Saints' we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's achievement.

### **Formative assessment**

This type of assessment informs every day planning and is based on on-going observational assessment and may take the form of anecdotal observations, focused observations recorded on class assessment sheets or the 2Simple electronic software programme, assessment on entry (Baseline) and other focused assessments e.g annotated examples of work, photographs and information from parents.

Each child has an individual record and e-learning journey profile. In nursery, progress is linked to the Early Years Outcomes which identifies stages in progress towards a developmental band. In reception the children continue to progress towards achieving their Early Learning Goal by the end of the Summer Term. Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. These are updated on a regular basis to monitor progress and inform planning. Samples of the children's work are kept in the child's file or book as appropriate. Every child has a file which contains examples of their achievements and work throughout the year.

The Early Years Foundation Stage Profile is completed at the end of the Reception year. Staff completing the profile will attend annual moderation meetings and link with other settings.

### **Summative assessment**

In both the Nursery and Reception Classes judgements are made using the DFE Early Years Outcomes Document at the end of each term. This information is then shared with senior leaders and plotted on the whole school tracking grids to monitor progress and trends.

The EYFS Lead, class teachers and SLT analyse the pre-nursery, nursery and reception data in conjunction with the head teacher.

### **Long Term Planning**

The planning within the EYFS is based around half termly themes. These plans are used by the EYFS teacher as a *guide* for weekly planning, however the teacher may alter these in response to the needs and interests of the children. Please see school website for information which is updated each half term.

### **Medium Term Planning**

We address particular aspects of the curriculum in more detail for each half term. Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests. The Medium term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

### **Short Term/Weekly Planning**

We identify specific learning objectives, activities, differentiation, deployment of adults and resources to meet the needs of the children on a weekly and day-to-day basis both indoors and outdoors. It allows for flexibility in response to individual children's needs and interests and for revision and modification informed by on-going observational assessment. Continuous provision is carefully planned and enhanced according to individual interests and next steps which are developed further in the outdoor areas.

### **Learning Environment**

At All Saints' Primary School we recognise that the environment plays a key role in supporting and extending the children's development. The Foundation Stage Classes are organised to allow the children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The rooms are divided into learning areas where children are able to find and locate

equipment and resources independently. Each classroom also has its own enclosed outdoor play area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. Activities are planned for both indoors and out.

### **Induction/Transition arrangements**

During the Summer Term prospective parents and children are invited along to attend an induction morning in both Foundation Stage Classes. Opportunities are provided for one to one discussions with the staff as well as time for the children to familiarise themselves with the adults and setting routines. Reception children are invited back for a further visit on their own. For Kittens there is an annual open day in the spring term for new parents prior to the application closing date in order to answer any questions and to view the nursery setting. Parents applying for a place through our Governor Run nursery facility (Kitten Tots) are invited into nursery, along with their child, to speak with the teacher and organise start dates and transition arrangements. This is done on an individual needs-led basis.

Prospective parents can visit the school at any time and are encouraged to make an appointment for a tour via the school office.

In addition to the above, Nursery parents are invited in for 2 'stay and play' sessions when their child starts. Before the first session, paperwork is sent out to families to complete so that we can gather information about children before they start school. It means that we can collect permissions and personal details. Parents will also be asked to complete a session request form which will need to be returned to school within the deadline given on the bottom of the form. In the first 'stay and play' session this paperwork is collected and an opportunity given to discuss one-to-one with a member of staff if there are any concerns/issues. Parents can also have a look round the nursery and meet other parents, and during the second session, will be able to see how sessions are run.

In the first week of the new term, children will visit without parents/carers. The length of a child's first session is never more than one hour if attending half days. If a child's nursery sessions are provided as full days, their first visit will not be for a full day. Staff will liaise with parents about when they

feel a child is settled and confident enough to stay for a full day. If a child becomes upset and cannot be distracted or consoled, parents will be notified by phone. In addition, you will be provided with a start time to arrive at nursery on your child's first day. This is to ensure enough time can be given to each child with regards to routines and generally settling in. A staggered start time will help with this. Children who have already attended as a Kitten Tot may start their full day immediately. Transition is very important as starting nursery is such a big step for all children, even if they are used to being left or have attended a private nursery.

### **Nursery to Reception transition**

The nursery and reception teachers work together closely throughout the year familiarising themselves with the children and their specific needs.

- During the summer term an increase in adult directed and focused group activities takes place.
- Emphasis is placed on securing age related development within the three prime areas to ensure readiness for Literacy and Mathematics and achieving their Good Level of Development (GLD)
- Individual and class data sheets including final judgements against the Early Learning Outcomes are passed on to the Reception teachers
- Electronic/paper copies of individual learning journeys are shared.
- A transition summary review sheet, outlining developmental stage against the 17 areas, is shared with both parents and the child's next class teacher.
- Nursery children visit their new classroom and teacher in July for 2 mornings with the opportunity of staying for lunch. The first visit is with parents for 1 hour and the second visit will be without parents. A staggered start will be organised to keep things running smoothly - 9.15am and 9.45am.
- We also provide an evening session for parents to provide basic information about the routines, expectations etc. This gives parents an opportunity to discuss and ask questions. An information pack will be provided at this session.
- In September, for the first week there will be a staggered entry (9am or 9.30am) and children will stay until 12pm. In the second week start time will be normal and children will stay until 1pm to include lunch. By the third week



children will be in full time. This can all be tailored to meet individual children's needs ie full time sooner or part-time for longer.

### **Reception to Year 1 transition**

Reception and year 1 teachers have worked hard together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year.
- Reception teachers plan for more structured activities to take place during the summer term.
- Individual and class data sheets including final judgements against the ELGs are passed on to year 1 teachers
- An EYFSP summary sheet is passed on to each class teacher.
- Reception children visit their 'new' Year 1 class and teacher for 2 mornings in July.
- In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to 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.

### **Inclusion**

We value all our children as individuals at All Saints Primary 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 support 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 whole school policies on SEND and Inclusion.*

**Learning and Development** - recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are important and inter-connected.

### **Foundation Stage Curriculum**

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A Lewis Reviewed and updated September 2016

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

**Communication and Language**  
**Physical Development**  
**Personal, Social and Emotional Development**

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

**Literacy**  
**Mathematics**  
**Understanding the World**  
**Expressive Arts and Design**

At All Saints we aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

### **Characteristics of effective learning**

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

### **Playing and exploring -engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### **Active learning –motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### **Creating and thinking critically –thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

### **Learning through play**

*'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.'*

At All Saints we do not make a distinction between work and play. We support children's learning through planned play activities, and decide when child-initiated or adult led play activities would provide the most effective learning opportunities. We believe it is important for adults to support children's learning through play, by getting involved in the play themselves and through sustained shared thinking.

Practitioners working with the youngest children in Nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

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

We create a stimulating environment to encourage children to free-flow between inside and out.

### **Monitoring and review**

It is the responsibility of all EYFS practitioners to follow the principles stated in this policy. There is a named Governor for the EYFS who has the opportunity to discuss EYFS practice with the practitioners at any time.

The Head teacher, EYFS leader and subject co-ordinators carry out regular monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.

*Please refer to whole school policy documents for further information and guidance.*