

# Streatham Wells Primary School

## Early Years Foundation Stage Policy

### Introduction

The Early Years Foundation Stage is an important phase of a child's education as it is during this stage that the foundations are laid for lifelong learning. The EYFS takes into account the fact that a child's attitude towards learning can be greatly affected by their early experiences and it is these experiences which create the basis for later learning in school and beyond.

### Aims

Throughout the EYFS at Streatham Wells we aim to:

- Provide a stimulating environment both indoors and outdoors that offers children first hand experiences and develops their curiosity and motivation
- Develop a positive attitude towards learning
- Help children feel secure, valued and confident by creating a warm and friendly atmosphere and providing a clear structure and routine
- Encourage children to develop independence and autonomy in both their learning and in caring for themselves and others
- Build on what the children already know when they come into school and further develop their skills, knowledge and understanding
- Create an atmosphere in which children feel confident to make mistakes and learn from them
- Provide a curriculum taking into account each child's abilities and needs
- Assess children's abilities and plan appropriate activities to ensure progression and continuity
- Make all parents and carers feel welcome in school and encourage them to be involved with their child's education
- Set clear and consistent boundaries which encourage respect for each other and for our surroundings
- Provide resources which are challenging, varied, meaningful and accessible
- Ensure that all children are given equal access to the curriculum irrespective of race, culture, gender, religion or Special Educational Needs

We adhere to the Statutory Framework of the EYFS (2014) 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**

In the EYFS each child is assigned a Key Person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

## Planning and Teaching

Using the guiding principles in the Statutory Framework for the Early Years Foundation Stage (2014) we plan for the medium and short term around seven areas of learning. All the seven areas of learning and development are important and inter-connected. None of these areas can be delivered in isolation from the others. They are equally important and interdependent. These seven areas are:

The **prime** areas

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

The **specific** areas

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

Nursery and Reception plan together on a half termly and weekly basis in order to ensure continuity and progression from Nursery into Reception. All members of the Nursery and Reception team are involved in the planning process either through attending weekly planning meetings or by contributing to planning via the communication board and ongoing observations and assessments.

The EYFS team plan for a combination of adult directed activities and child initiated activities. Play is central to the EYFS curriculum as it provides children with a mechanism to explore the world around them and a medium through which to practise and refine skills. High quality play sustains interest and motivation and allows children to experience success and failure safely.

When planning for children's learning we aim to ensure that:

- We use the children's needs and interests as the starting point
- We plan activities in response to observations and assessments made of the children
- We provide a broad and balanced curriculum with a wide range of activities to accommodate the children's different learning styles
- We take what children can do rather than what they cannot do as a starting point
- We plan to meet the needs of individual children
- We build on previous experiences that include those of the home

- We focus on the process not the end product as we believe it is the process that promotes learning
- We provide a balance of adult led and child initiated activities
- We plan activities that are challenging but achievable
- We plan for daily phonics sessions following the Read Write Inc. programme.
- We plan a special curriculum for settling in periods for new intakes in order to initiate new children into the class and help them feel relaxed, safe and secure
- We plan carefully for transitions to ensure continuity of learning and to ensure that each child establishes effective partnerships in their new class. In the final half term in Nursery the children make regular visits to Reception to familiarise themselves with their new setting and their future teachers. In the final term of Reception, the Year 1 teacher will meet with the EYFS 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.
- We plan for educational visits and for external visitors to come into school to broaden the children's understanding of the world around them
- We plan activities that challenge gender stereotypes to ensure that there are no limits to children's opportunities to learn and develop
- When planning we ensure that the learning environment reflects the diversity of our setting so that the children can see themselves and their family reflected in play resources, visual images and books. Young children of every cultural or ethnic background need to develop a secure and positive sense of their own identity and learn respect for ways of life with which they are less acquainted.

When teaching we:

- Encourage children to become independent learners
- Make careful judgements about when it is appropriate to intervene
- Help children to see themselves as successful learners
- Model positive behaviour
- Demonstrate skills
- Allow children to experiment in their own way without imposing our own ideas.

## Organisation of the Learning Environment

We aim to provide an environment which promotes children's independence and in which children feel relaxed and confident enough to learn by trial and error, to "have a go", make mistakes and learn from them. We value both indoor and outdoor learning equally and children are encouraged to use all areas of the learning environment.

The learning environment includes the following core areas:

<u>Outdoor</u>	<u>Indoor</u>
<ul style="list-style-type: none"> <li>● Writing Area</li> <li>● Maths Area</li> <li>● Creative Workshop Area</li> <li>● Role Play Area</li> <li>● Construction Area</li> </ul>	<ul style="list-style-type: none"> <li>● Sand Area (Nursery)</li> <li>● Water Area (Nursery)</li> <li>● Home Corner/Role Play Area</li> <li>● Book Corner</li> <li>● Construction Area</li> </ul>

- Sand Area
- Mud Kitchen
- Nature Area
- Climbing Area
- Small World Area
- Reading Area
- Water Area
- Music Area

- Creative Area
- Writing/Drawing Area
- Manipulative/Tactile Area
- Investigation/Exploration Area
- Computing Area
- Small World Area
- Maths Area
- Cutting and Sticking Area

Additional equipment is set up daily to include all areas of the curriculum.

Water, milk and fruit are available to children every day.

We encourage children to be responsible for their environment. They are expected to tidy up at the end of each session, sorting and replacing resources. The Nursery and Reception classes are organised in such a way to encourage children's independence and autonomy. All resources are clearly labelled and stored at the children's height enabling them to select and put back resources independently. Children are also responsible for keeping their own personal items in the correct place e.g. hats, gloves, scarves, coats and spare clothes on their coat peg, book bags in their tray and wellies on the rack.

## **Assessment, record keeping and reporting to parents/carers**

Assessment is an integral part of the teaching and learning process in the EYFS and is used in order to:

- Recognise and track children's progress and achievement
- Understand children's needs
- Identify next steps
- Inform planning and support
- Monitor the appropriateness of the curriculum on offer

How do we assess?

- We talk to parents/carers and other significant adults
- We gather assessment information from local nurseries and PVI's (Private, voluntary and independent sector) to ensure a smooth transition between settings
- We make observations, some are planned and some are spontaneous
- We talk to the children and ask questions about activities in which they are involved
- We collect samples or take photographs of children's work
- A baseline assessment takes place during the first 3 weeks when a child enters the Nursery and Reception

When making assessments we try to ensure that:

- We record only facts and do not make judgements
- We assess children in all areas of their development
- We assess children's interactions with their peers as well as adults
- We assess children in their self chosen activities as well as adult initiated activities
- Children are assessed within the normal range of daily activities we do not set up activities purely for assessment purposes.

- Everyone involved in the child's care and education has the opportunity to contribute to their assessment.

How do we keep a record of assessments?

We use the Interactive Learning Diary to create an individual profile of each child which is used to build a picture of their learning during their time in the EYFS.

How do we keep parents/carers informed?

- Parent Consultations are held twice a year to inform parents of their child's progress.
- Parents are given opportunities to meet with EYFS staff informally to discuss progress between Parent Consultation times.
- Parents are offered the opportunity to look at observations and assessments of their child and contribute to these via the parent portal of the Interactive Learning Diary.
- A Record of Achievement in the form of a written report is issued at the end of Nursery and then again at the end of the EYFS.

## **Partnership with Parents/Carers**

We strive to create and maintain positive partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care.

We aim to develop our partnership with parents/carers in the following ways:

- Stay and Play Sessions for parents/carers and children before starting Nursery or Reception
- Termly Play Club sessions to support parents/carers with home learning
- Play Club Activity bags loaned to parents/carers to provide them with fun and imaginative learning activities for families to do at home.
- Home visits on entry to the EYFS. (This could be at the beginning of Nursery or Reception)
- Parent/Carer Consultations help us to keep them informed and involved in their children's learning and progress.
- Informal conversations at the beginning and end of sessions
- Encouraging parents/carers to help in the classroom and make them feel welcome whatever the degree of involvement they are willing or able to commit to.
- Welcome booklets for Nursery and Reception parents/carers
- Workshops for parents/carers to keep them informed about any new curriculum changes and ways for them to help with learning at home.
- Class newsletters sent out at the beginning of each half term.
- School newsletters sent out weekly
- Curriculum maps on school website
- Interactive Learning Diary Parent Portal

## **Equal opportunities**

Individual children are unique in terms of their gender, abilities, needs, culture, beliefs, attitudes, language, relationships and experiences. We aim to provide a welcoming, stimulating and supportive environment, which reflects and celebrates all of these differences enabling all children to access the curriculum and to feel respected and valued. We encourage children to celebrate and share their experiences of their own cultures, languages and heritages.

## **Safeguarding**

Streatham Wells takes its child protection responsibilities very seriously. The safety of our children is always of paramount importance. Any concerns will be noted and may be reported to the relevant agency as detailed in our safeguarding procedures.

## **Health and Safety**

- Minor accidents such as cuts and bruises are reported in the accident book in the Nursery or Reception or the school accident book if the accident occurs at lunchtime.
- Parents/carers are informed of any accidents when collected or during the day if appropriate.
- Home contact details are kept in the school office.
- The gate to the EYFS outdoor area is kept closed at all times.
- Children are supervised by an adult both indoors and outdoors at all times. If the adult has to go inside for any reason a substitute will be summoned to provide cover.
- The member of staff setting up the outdoor area is responsible for checking the safety of toys and provisions as they are prepared.
- Children are encouraged to use the toilets correctly and wash their hands afterwards the member of staff indoors monitors this and ensures that toilets have been flushed, floors are dry and sinks clean.
- Sand and water spilt on the floor is cleaned up quickly.
- A list of any child's allergies and dietary needs is kept on the wall in the kitchen for Nursery children and in the classroom and school office for Reception children. This is consulted whenever food is being consumed.
- Parents/carers are advised of appropriate clothing for their child and spares of clothing are kept at school to change children if necessary.

## **Admission and Induction Procedures**

Once a child has been accepted for a place at Streatham Wells either in the Nursery or Reception, parents/carers will be informed by letter and invited to an induction meeting. An enrolment form and permission slip for trips into the local community and to take photographs will also be sent which should be completed and returned to the class teacher at the induction meeting.

Induction Meeting - at this meeting parents/carers are given a start time and date for their child (we operate a staggered entry system). Birth certificates and enrolments forms

are checked and information is given about the EYFS curriculum and daily/weekly routines.

Home Visit – on entry to the EYFS parents/carers are given the opportunity to arrange a home visit for their child. For children starting Reception who have already had a home visit, parents are invited to make an appointment to come into school for an informal meeting to share information about their child.

Class Visit – children are encouraged to visit the Nursery/ Reception prior to their starting date in order to familiarise themselves with the environment and the staff that will be working with them. Appointments should be made with the class teacher or via the school office

Visits from other Nursery settings – Before starting Reception we encourage Key Persons from local Nurseries to visit with those children that will be joining our school. This again enables the children to familiarise themselves with the environment and also allows staff the opportunity to share information for transition purposes. This can also help in instances where working parents are unable to bring their child into the class for a visit.

## **Monitoring arrangements**

This policy will be reviewed and approved by the EYFS Lead every 2 years. At every review, the policy will be shared with the governing board.

**Reviewed 2019**

**To be reviewed September 2021**