

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Early Years Foundation Stage Policy

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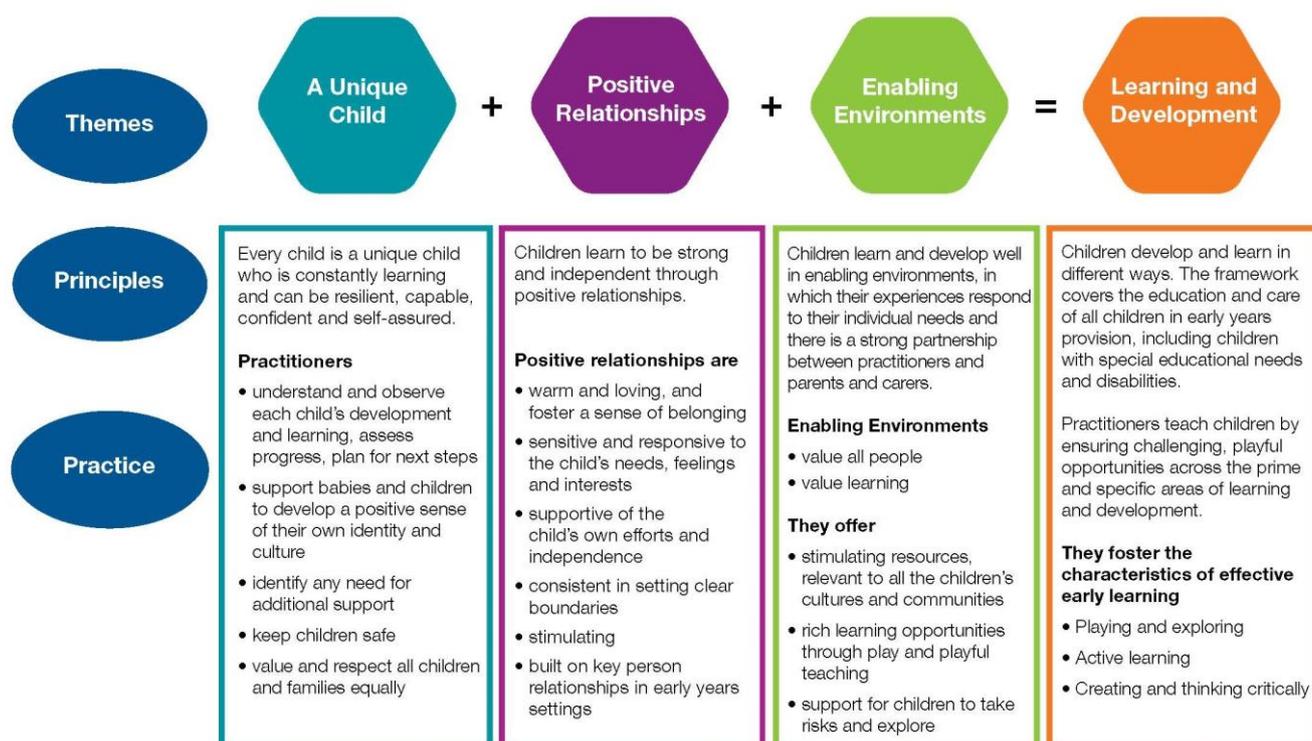
“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage
September 2012

This policy should be read in conjunction with the Statutory Framework for the Early Years Foundation Stage (September 2012) and the Development Matters in the Early Years Foundation Stage (EYFS) document (September 2012). The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school we offer a 34 place nursery for children turning four within the school year. See Nursery admissions policy for further information. Reception offers 60 full time places. Parents of reception children born in the Spring or Summer terms may request a part time place if they would prefer this until the term of their fifth birthday.

All classes in the EYFS have a fully qualified teacher. In the nursery there are 2 full time Nursery Nurses and an additional TA. In each Reception class there is also a suitably qualified teaching assistant.

The EYFS is based upon four overarching principles:



At Green Lane Primary and Nursery School we continue EYFS practice in Year 1 for those pupils who are continuing to work within the Early Learning Goals.

A Unique Child

At Green Lane we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

Green Lane Primary and Nursery School
Policy on: Early Years Foundation Stage

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

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 interests when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

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 children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children.

(See Whole School Child Protection & Anti Bullying Policies)

Welfare

"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 Green Lane we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012.

Positive Relationships

At Green Lane 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.

Parents as Partners

Green Lane Primary and Nursery School
Policy on: Early Years Foundation Stage

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- talking to parents about their child before their child starts in our school at a nursery or reception class specific information meeting in the summer term before their child is due to start;
- offering all families a home visit when they start Green Lane.
- meeting all reception and nursery children and their parents before they start in September for a 'Stay and Play' session;
- providing opportunities for reception children to spend time with their teacher before starting school during a 'Stay and Play' session;
- inviting all reception and nursery parents to a 'meet the teachers' meeting within the first month of their children starting school;
- offering parents regular opportunities to talk about their child's progress in our nursery and reception classes (x2 yearly) and allowing free access to the children's 'Learning Journey' books;
- encouraging parents to talk to the child's teacher if there are any concerns via an open door policy.
- Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: parent mornings, class and celebration assemblies, Sports Day, Sandcastle competition, parent workshops etc;
- sharing our termly and weekly teaching and learning focuses with parents and carers via class notice boards;
- providing space in the children's 'Learning Journey' books for parent to leave comments relating to the children's achievements, and indeed encouraging them to do so;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teachers act as 'Key Person' to all children in EYFS, supported by the Nursery Nurses and Teaching Assistants.

Transition into Nursery/Reception

The transition from home, pre-school or nursery to school is an important step for both children and parents. We hope to ease the process in the following ways.

- Nursery and Reception induction meetings for parents in the term before the children start school.
- Calling and visiting preschools/Nurseries children attend
- An opportunity for children to visit their new class during school time with their parents.
- An optional home visit by the child's teacher and Nursery Nurse/Teaching Assistant prior to starting.
- A 'Starting School' pack and 'Learning Journey' front cover to be completed before entry into school by the parents/carers and the child in order to find out more about the child's interest and assess individual needs.
- A staggered entry in the first week enabling each child to settle in gradually.
- Staff liaison with the local playgroups, pre-schools and nurseries in order to develop continuity and enhance our knowledge of the children and assess their needs.
- Careful allocation to classes.

Green Lane Primary and Nursery School
Policy on: Early Years Foundation Stage

- By reassuring and supporting parents/carers, providing daily, verbal updates on how their child is settling in. A telephone call will be made to reassure a parent/carer if their child was upset when separating from them.
- Lunchtime arrangements take into account the needs of the youngest children who may feel nervous at first. Support by a member of the Early Years team at lunchtime as well as a separate play area help meet these needs. There are two SMSA's assigned to Reception and Nursery to help the children feel secure in the early stages.

Enabling Environments

At Green Lane we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the EYFS follows development matters. Planning is based around children's needs, interests and based on ongoing assessment.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher, nursery nurses, TA's, lunchtime staff, parents and other adults as appropriate. Photos, observations and recorded work are recorded in children's individual 'Learning Journey' books. They also contain information provided by parents and other settings where appropriate. EYFS staff also maintain other relevant records to demonstrate children's achievements e.g. written observations, reading records.

At Green Lane we record judgements for the 7 areas of learning against the ages and stages. At the end of Reception each child's level of development is recorded against the 17 Early Learning Goals found within the 7 areas of learning.

Within the final term of the nursery and reception years, we provide a written summary to parents, reporting their progress against the areas of learning and characteristics of Effective Learning. We give a reasonable opportunity for the parents to discuss these judgements with the EYFS teachers.

The Learning Environment

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active or be quiet. The classrooms are set up in learning areas, where children are able to find and locate equipment and resources independently.

The EYFS classes have their own enclosed outdoor areas. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

At Green Lane 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.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and 2.

Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout the EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our school and the settings that our children experience prior to joining or in conjunction with attending our school;

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."

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. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

Green Lane Primary and Nursery School
Policy on: Early Years Foundation Stage

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven areas of learning:

Prime Areas:

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

Specific Areas:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led, adult framed and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

The Head Teacher, SLT and EYFS leader will carry out monitoring on the EYFS as part of the whole school monitoring schedule.