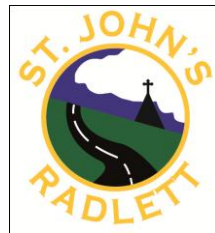




# St. John's Church of England Infant and Nursery School



## Early Years Foundation Stage Policy

### Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

<b>EYFS Policy</b>	
Written by:	Danielle Roberts
Date:	June 2015
Approved by:	Full Governing Body
Date:	01.07.15
Review frequency:	Annually
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.



*“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 2014)

Early year’s education is the foundation upon which children will build the rest of their lives. It gives every child a firm foundation for successful learning including motivation, positive dispositions and an open approach to lifelong learning. The Early Years Foundation Stage (EYFS) starts from birth to five years and is built on four themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **Aims**

At St. John’s Infant and Nursery school we aim:

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a love of learning;
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- To enable each child, through encouragement and high expectations, to develop fully socially, physically, intellectually and emotionally.
- To encourage children to develop independence within a loving, secure and friendly atmosphere;
- To support children in building relationships through the development of social skills such as cooperation and sharing;
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.



## A Unique Child

At St. John's Infant and Nursery School 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 and rewards, to encourage children to develop a positive attitude to learning.

### Equal Opportunities

Educational inclusion is about equal opportunities for all pupils, regardless of age, gender, ethnicity, background and attainment, including special needs or disability. We believe that every child is entitled to receive a high quality early years curriculum. We expect every child to be able to learn effectively in a safe, secure and respectful environment.

The EYFS will be inclusive of all children. The EYFS is taught at a level appropriate to the age, ability and experience of the pupils and is therefore accessible to all. More able children who are working well above the overall level of their class or group may benefit from planning that: adds breadth, increases depth and accelerates the pace of learning by tracking forward to later objectives within or across key stages.

### Inclusion

We value the diversity of individuals within the school. All children at St. John's Infant and Nursery School are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our school.

We give our children every opportunity to achieve their best. We do this by taking account all of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of children. We achieve this by planning to meet the needs learners.

### Special Educational Needs

At St John's Infant and Nursery school we work closely with parents and carers to identify specific learning needs. The school's Inclusion leader is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

For further information see Special Educational Needs Policy.

## Positive Relationships

At St. John's Infant and Nursery School we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### Parents and carers as Partners

We recognise that parents and carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- **Talking to parents/ carers about their child before their child starts in our school.**
- **Home visits**
- **Offering both parents/ carers and children the opportunity to spend time in the Foundation Stage before starting school.**



- Operating an open door policy for parents with any queries.
- Sharing the children's 'Learning Journey' with parents and valuing the ongoing contributions to this from parents.
- Offering two parent/teacher consultation evenings per year.
- Sending a report on their child's attainment and progress and informing parents of their child's next steps for learning.
- Providing information evenings for parents. (Induction meeting and coffee morning throughout the year)
- Inviting parents to special assemblies.

## **Enabling Environments**

At St. John's Infant and Nursery School 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.

### Observation, Assessment and Planning

Foundation Stage staff plan for children's learning through observation and assessment. Observations we have made of the children help us to understand and consider their current interests, development and learning. In the Foundation Stage, the nursery and the reception classes work together to ensure progression and continuity. The two reception teachers plan collaboratively to ensure consistency and equal opportunities.

Learning outcomes are taken from the Early Years Outcomes and Early Learning Goals.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations.

Termly progress meetings are held to monitor children's progress and achievement. These are held with the Head teacher, Deputy Head and Foundation stage leader.

At the end of Reception the children's progress is recorded onto the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

(Also see assessment policy)

### Learning Journeys

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual Learning Journey. These are collections of children's work, photos and observations, which create a detailed picture of the child. Where appropriate, we include individual next steps for children's learning. The EYFS team in informal meetings discusses these next steps after school each day and in the weekly planning meetings, these next steps inform planning for the next day and week ahead.

Parents/carers have access to the learning journeys, which are stored in the classroom. Parents/carers are encouraged to contribute to their child's learning journey through the use of our 'Magic Moments' cards. 'Magic Moments' cards are where significant events that happen at home can be recorded, they are available in each cloakroom and can be taken home to complete or can be completed with the support of a member of staff. The learning journey is given to parents when their child enters Year 1 or leaves our setting.



## The Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment, which will encourage children to explore, investigate and learn securely and safely. There are areas where the children can be active, be quiet, creative etc.

The learning environment is divided into a variety of different areas:

- Role play
- Book corner
- Graphics
- Maths
- Computing
- Creative
- Malleable
- Small world
- Investigation
- Sand
- Water
- Construction
- Puzzles

The Foundation Stage has its own outdoor classroom area. The free flow between the inside and the outside 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. The children can explore, use their senses and be physically active and exuberant.

## Learning and Development

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The prime areas are:

1. **Communication and Language** – Listening and Attention, Understanding and Speaking
2. **Physical Development** – Moving and Handling and Self care
3. **Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are:

4. **Literacy** – Reading and Writing
5. **Mathematics** – Numbers and Space, Shape and Measures
6. **Understanding the World** – People and communities, The world and Technology
7. **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative



## Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are:

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

**“Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level.”** (Early Years Foundation Stage. Play and exploration 4.1)

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. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and through sustained shared thinking. Play will be used to challenge, motivate and make learning meaningful for the children.

## Admissions

Our standard school admission number is 60 children per year. In the nursery we have two sessions of 30 children. The school follows the admission guidelines as laid down by Hertfordshire County Council. Please see the Nursery Admissions Procedures for further information.

## Transition

We carry out a variety of procedures to ensure successful transition. Prior to children starting school all new nursery parents/ carers and children not transitioning from St. John's nursery are offered a home visit. During the summer term parents are invited to a 'New to Nursery' and 'New to Reception' meeting held in the evening. This is an opportunity for parents to find out more about the schools procedures, meet with staff and other parents, look around classrooms and ask and questions. The Headteacher and Foundation Stage Leader will be available at both meeting to meet with parents/carers. We also give each family an 'All About Me' booklet to complete with their child over the summer and this document supports in getting to know your child.

During the summer term children in nursery and reception children will attend 'Moving Up' morning. This is a national day of transition that happens every year. Children will spend the morning in their new class with their new teacher. Parents/ carers are informed of their child's new class and teacher prior to 'Moving Up' morning.

### Entry to Nursery

We have good links with the main feeder pre-schools. The Foundation Stage Leader arranges visits to local pre-schools to meet with children and staff. However, our children come from such a diverse number of providers that we cannot meet with all of them.

During the autumn term nursery staff will carry out home visits prior to children starting school. There is a staggered start to nursery, with smaller groups of children attending sessions to begin with. This provides parents an opportunity to support their child with the settling in process and discussing any concerns with the teachers. It also allows staff the opportunity to get to know the children before the whole class are together.

### Nursery to Reception

During their year in the nursery the children will become familiar with the school and with the reception staff. During the last half of the summer term reception staff will take a story session in the nursery.

Children in reception are offered a trial lunch with their parent/carer in the summer term. In September children attend full time and parents/carers are invited to help their child settle during the first few days. We encourage parents/carers to leave promptly after the first few weeks to encourage children to become independent in the morning routine. Staff are available at the beginning and end of each day to talk with parents/carers however, for issues that require a longer conversation it is advised that you make an appointment with the class teacher.

Nursery and Reception staff work closely together and the nursery teacher passes on individual children's Early Years Outcomes as well as discussing children's individual needs with each teacher.

### Reception to Year 1

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.

At St John's Infant and Nursery:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the reception year.
- Guided reading sessions are carried out throughout the reception year.
- Reception children meet year 1 teachers during whole school activities during the reception year.
- The EYFS Profile end of year class summary sheet and assessment records are passed on to year 1 teachers.
- Reception and year 1 teachers meet to discuss individual needs of children in July.
- Reception children and their parents/carers have the opportunity to visit their new class and teacher together during an open afternoon in July.
- During the autumn term in Year 1 elements of the EYFS are maintained for continuity and valuing the importance of a practical, play based curriculum.
- In Year 1 Children are given choice in the activities they access. There are plenty of hands-on tasks and practical activities, as well as a role-play area and use of the outdoor learning area.
- Outdoor learning is planned for the outdoor classroom in Year 1.



## **Health & safety and safeguarding**

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014).

### **Mobile phones**

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with Hertfordshire and our school Safeguarding Policy. Members of staff do, however, use school iPads to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents/carers are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

### **Snack and lunch times**

Children under five are provided with free milk and all children receive free fruit from the Hertfordshire scheme. Parents/carers will be asked to pay for milk if they wish their child to continue to receive milk once they turn five.

Our staff model good eating habits by eating alongside the children. Children in Nursery who attend lunch club should be provided a healthy lunch. (See school healthy eating policy/ packed lunch guidelines.)

All reception children are offered a universal free school meal. If parents do not wish their child to receive a school lunch they should provide a healthy lunch. (See school healthy eating policy/ packed lunch guidelines.)

### **Accidents**

We take all accidents seriously and always record in the accident book when a child bangs his/her head. Depending on the severity of it we will either phone home immediately or we will send home a slip informing parents/carers of the bang so they are aware of it. We have cold compresses stored in the school freezer.

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and have stocks of spare clothes and change anyone who needs it. We ask parents to help keep our stocks of clothes high by returning anything their child has borrowed.

All large climbing equipment is checked regularly and fire alarms are held regularly in line with whole school policy. There is an annual external check of equipment.

We follow whole school procedures for child protection (see separate policy). Mrs Alice Aharon, Headteacher, is the designated senior person (DSP) and all concerns are reported to her.

We have separate policies for medicine in school and off-site visits.





## Monitoring, Evaluation and Review

### **Management and Coordination**

There is a termly focus on EYFS in the school improvement plan, led by the EYFS Leader and the Headteacher. This policy is reviewed at that time to ensure it still represents the values and practice of the school.

There is an annual link visit from the governor responsible for EYFS where attainment and progress for EYFS are examined and discussed.

It is the responsibility of all EYFS staff to follow this policy.

Nursery and reception teachers are responsible for submitting end of term assessment data to the Headteacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Nursery and the Reception child's end of year report.