



## Early Years Foundation Stage Policy

Status	Statutory
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

## **Introduction**

We believe that early childhood education must create a happy and secure learning environment if young children are to develop their full potential.

We believe that these first years of a child's development form the basis of future learning and, therefore, are of paramount importance. We encourage our children to value themselves and the cultures, religions and languages of others. We know that young children learn best when they are valued, happy and secure and we believe that they will go on to reach their full potential if they are able to express themselves in a safe and supportive environment. We build warm, secure and respectful relationships between adults and children, and children with their peers, and encourage confidence and independence in the individual.

Meaningful and relevant experiences are delivered through a broadly thematic approach with the needs and interests of the individual child being central to our provision. Every opportunity is given for children to explore, experiment, observe and discover. These first hand experiences allow children to explore and develop their ideas of the world in a challenging but supportive environment. We encourage them to make choices and decisions and to interact within a stimulating and creative environment. We also wish to promote the personal qualities, skills, attitudes and values which will enable our children to think and act for themselves. We encourage them to manage relationships with others, understand moral issues, participate in group learning and develop self-discipline and control which will help them achieve autonomy. We respect the uniqueness of the continually developing child and we acknowledge the right of all children to learn and develop at their own optimum pace in a safe environment.

Our school builds a partnership between children, parents, staff and governors who work as a team to provide a quality environment in which our children can develop and progress.

The 'Early Years' refers to the time children spend in Nursery and Reception classes.

### **The Statutory Framework for the EYFS**

This document sets out what settings must do to safeguard children's development and well-being and this document sets the standard for our setting.

We implement the Statutory Framework through the '**Development Matters in EYFS Guidance.**'

Our policy for Early Years education is based on the themes, principles and practice of the EYFS. They underpin effective practice in the care, development and learning of young children.

## Overview of themes and practice:

### 1. A Unique Child

Every child is unique and is constantly learning. They can be resilient, capable, confident and self-assured

### 2. Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

### 3. Enabling Environments

The environment plays a key role in supporting and extending children's development and learning. Children learn and develop well when their experiences respond to their individual needs and there is strong partnership between practitioners and parents and carers.

### 4. Learning and Development

Children develop and learn in different ways at different rates and all areas of Learning and Development are equally important and inter-connected.

We teach children by ensuring challenging and playful opportunities across the Prime and Specific Areas of learning and development.

The commitment of the Early Years Team to the principles and aims of this document will ensure that the young children in our school will have the best possible start to school life.

**The Characteristics of Effective Learning** refer to the ways young children engage and interact with other people and their environment – through 'playing and exploring', 'active learning' and 'creating and thinking critically'. The 'Characteristics of Effective Learning' underpin learning and development across all areas, ensuring that children continue to be effective and motivated learners.

**There are seven areas of learning** with the three Prime areas being fundamental to the development of the four Specific areas of learning.

**Prime Areas:** Personal, Social and Emotional Development, Communication and Language and Physical Development.

**Specific Areas:** Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

## Early Years Foundation Stage in Practice through the EYFS principles and practice:

### 1. A Unique Child

<p><u>Child Development</u> Babies and young children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important</p>	<p>Individual provision is made for each child’s unique development in Nursery and Reception. This is reflected through:</p> <ul style="list-style-type: none"> <li>- Planning: Learning opportunities are differentiated to meet the needs of individuals and groups of children. Adult interactions with the children through ‘sustained shared thinking’ are crucial to high quality outcomes for children.</li> <li>- Individual interests: communication and learning styles are discovered through observation, adult interactions with children, team discussions and information from parents and carers. These are documented in children's developing ‘Learning Journeys’.</li> <li>- Children’s development is closely observed, recorded and tracked through ‘Individual Development Maps’ and the Foundation Stage Profile 2012.</li> <li>- To ensure that each child has the best opportunity to develop their speech, language and communication skills, we closely monitor children in the earliest stages of their language development using the ‘Child Monitoring Tool’ and provide appropriate interventions.</li> </ul>
<p><u>Inclusion Practice</u> The diversity of individuals and communities is valued and respected.</p>	<p>We actively promote equal opportunities and anti-discriminatory practice ensuring that all children and families feel included, safe and valued. This is shown through:</p> <ul style="list-style-type: none"> <li>- The use of signs and labels in each child’s home language displayed outside classrooms or incorporated into ‘family’ or other appropriate displays.</li> <li>- Photographs of children at play.</li> <li>- Children’s cultures are reflected, where possible, through classroom resources, for example in role-play.</li> <li>- The staff promote and model warm and respectful relationships, reinforce positive behaviour and value the diversity of the classes through a focus on positive behavior strategies and on PSED, including through daily interactions and the use of ‘The Rainbow board’ or ‘peg charts’ to catch children being good, in line with our ‘Behaviour Policy’.</li> </ul>
<p><u>Keeping Safe</u> Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults</p>	<p>Children are encouraged and supported to feel good about themselves through: - circles times, daily interactions with staff and recognition for their achievements across all areas of learning, through celebrating ‘wow’ moments, for example.</p> <ul style="list-style-type: none"> <li>- During activities across the areas of learning, children are asked to think about the safety rules in place. They are encouraged to take risks, be aware of their own limitations and be involved in generating rules to keep themselves safe, for example when building, cooking or going on local walks.</li> <li>- Discussions with parents are held to ensure a consistent approach to challenging behaviour, settling difficulties, relationship problems and other areas where a child may need support.</li> <li>- Nurture groups provide intimate, small group situations which support children in developing self confidence and self esteem at times when they need it.</li> <li>- Parent helpers have DBS clearance in Reception classes. In Nursery, there are guidelines for parent helpers which teachers share with parents individually.</li> </ul>

<p><u>Health and Well-being</u> Children's health is an integral part of their emotional, mental, social, environment and spiritual well-being and is supported by the attention of these aspects</p>	<ul style="list-style-type: none"> <li>- Healthy eating and lifestyle are promoted through healthy snacks and lunches through communication with parents and discussing healthy food and the benefits of exercise, sleep and hygiene. Children experience an active curriculum which consists of fun learning experiences.</li> <li>- Children's allergies are taken into account to safeguard their well-being.</li> <li>- Throughout the year, as issues arise, parents are supported in providing their children with a healthy lunch or snack.</li> <li>- All children have access to water and fruit provided by the LA.</li> <li>- Nursery children have access to milk daily.</li> <li>- Food from other cultures is cooked and eaten during the year through the celebration of different festivals and through Food Technology lessons.</li> <li>- The school environment offers children quiet spaces indoors and outdoors, as well as places to explore and large spaces for vigorous free movement.</li> <li>- Children have access to hall times for PE and music and movement.</li> </ul>
---	---

## 2. Positive Relationships

Commitment	Commitment in Practice
<p><u>Respecting Each Other</u> Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families</p>	<p>Mutual respect is supported in all the following relationships:</p> <ul style="list-style-type: none"> <li>- Individual staff members or teams by weekly team meetings allowing time to talk about any issues as well as building upon strengths and areas for development. This is also reflected in team member's care and concern for colleagues and willingness to support each other.</li> <li>- Staff and parents through an 'open door policy' and through valuing and acting upon parent's knowledge of their children, for example, making adjustments for individual children to facilitate their settling process.</li> <li>- Staff and parents through parent information meetings, workshops and through individual meetings to discuss their children's progress and well-being.</li> <li>- Parents and children through inviting parents to play alongside their children to find out how they learn through play based activities.</li> <li>- Children, through time given to develop friendships. Strategies are given to children who need support to develop their social skills through 'social skills' or 'nurture' groups, for example.</li> </ul>
<p><u>Parents as Partners</u> Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the</p>	<p>Parents are valued as partners in their child's learning and are involved in their child's school life through:</p> <ul style="list-style-type: none"> <li>- Time to talk with Foundation Stage staff before or after school. Nursery parents are welcomed into the Nursery, when informal discussions may take place.</li> <li>- Welcome meeting in July before their child starts school explaining school policies, procedures and practicalities. Visiting with their child during the Summer term to familiarize themselves with staff and the environment.</li> <li>- 'Sharing sessions', which take place in Nursery and Reception classes in early September, prior to children starting in the setting. Parents are encouraged to complete an 'All About Me' poster about their child, with their child and parent's information and questions are listened to and followed up carefully.</li> <li>- Meetings held to support parent's understanding of EYFS areas of learning, for</li> </ul>

results have a positive impact on children's development and learning	<p>example, 'Phonics in the Foundation Stage'.</p> <ul style="list-style-type: none"> <li>- Parents supporting their children's learning at home through home reading, 'sound books', home learning challenges, 'wow' stickers and through contributions to 'Learning Journeys', which also inform children's profiles. All parents and children have access to learning from home through our learning platform, 'Latchmere on Demand'.</li> </ul>
<p><u>Supporting Learning</u></p> <p>Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources</p>	<ul style="list-style-type: none"> <li>- Warm and trusting relationships are developed between children and the Foundation Stage staff throughout the year.</li> <li>- All children in Reception have the opportunity to attend school full time from the autumn term and staff are deployed carefully and sensitively to provide a safe and supportive environment in order to support the settling process.</li> <li>- The Foundation Stage team are trained and skilled in tuning into the children and playing alongside them as co-learners as well as taking a more leading role. Communication is supported through visual picture signs and a multi-sensory approach to learning, enabling all children the opportunity to build relationships with adults and to access learning.</li> </ul>
<p><u>Key Person</u></p> <p>A key person has special responsibilities for working with a small number of children, giving them reassurance to feel safe and cared for and building relationships with their parents</p>	<ul style="list-style-type: none"> <li>- The key person is the child's class teacher. S/he has responsibility for their care, learning and development in school, skillfully supported by Nursery Nurses and other support staff, all of whom develop warm and respectful relationships with children and their parents.</li> <li>- Parents are supported by all members of the Foundation Stage team, with ultimate responsibility lying with the class teacher.</li> </ul>

## Early Years Foundation Stage in Practice through the EYFS principles and practice.

### 3. Enabling Environments

Commitment	Commitment in Practice
<p><u>Observation, Assessment and Planning</u></p> <p>Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the</p>	<p>The approach to teaching and learning in the Early Years is based on several key beliefs, which underpin all that we plan and deliver.</p> <ul style="list-style-type: none"> <li>- Young children are active learners and therefore opportunities need to be planned for them to explore, experiment, investigate objects, discuss and to listen to others.</li> <li>- What children can do must be the starting point for learning.</li> <li>- Self-motivation and independent learning needs to be encouraged and developed.</li> <li>- Purposeful play is a fundamental tool for effective learning.</li> <li>- Planned, ongoing assessment is an integral part of teaching and learning 'in the moment'.</li> <li>- Assessment information from feeder pre-schools, nurseries and parents is</li> </ul>

<p>children's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.</p>	<p>considered when completing 'Baseline Assessment' to establish children's starting points. Children are assessed throughout the year against 'Development Matters'.</p> <ul style="list-style-type: none"> <li>- Observations of the 'Characteristics of Effective Learning' and of what children know and can do across the areas of learning are recorded and inform teachers' planning and judgements about children's achievement and attainment, against 'Development Matters' and the 'EYFS Profile' in June.</li> <li>- Differentiation in planning, observations and weekly evaluations inform 'next steps' for the child and future planning. Examples of what the children can do are to be found in their individual Learning Journeys, in observation folders and on classroom displays.</li> <li>- Each child's progress is tracked throughout the year, including through the use of 'Target Tracker'. This information is analyzed to inform planning, provision and 'next steps' and to chart children's progress towards the Early Learning Goals.</li> </ul>
<p><u>Supporting Every Child</u> The environment supports every child's learning through planned experiences and activities that are challenging but achievable</p>	<ul style="list-style-type: none"> <li>- A clear view of the child's learning is maintained through observation and assessment (see above), alongside each child's 'Learning Journey'.</li> <li>- Different learning opportunities are planned for individual children or groups who may need extra support or challenge, with particular focus for children with a Special Educational Need &amp; Disability (SEND), for those who are Learning English as an Additional Language (EAL) or for those who are Gifted, More Able or Talented (GMT).</li> <li>- Planning for individuals is realistic whilst maintaining a focus on broader learning outcomes (see planning above)</li> </ul>
<p><u>The Learning Environment</u> A rich and valued environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.</p>	<ul style="list-style-type: none"> <li>- The Early Year's team create and sustain warm, caring, stimulating and well-organised classroom environments, which promote and facilitate independent and active learning.</li> <li>- Specific but flexible areas are established to promote different aspects of learning, both indoors and outdoors. For example the role play area, sand/water areas and construction are all key features which are planned for.</li> <li>- Equipment, materials and storage areas are clearly labelled and accessible, enabling children to select and return materials required for their play based activities. This helps to develop independence and promotes child initiated learning.</li> <li>- Materials the children use are of good quality and are kept in attractive containers. Displays value the children's work, are interactive and aesthetically pleasing, to create an exciting and vibrant environment for the children.</li> <li>- The Foundation Stage team are responsible for managing their own budget which reflects priorities specified in the School Development Plan (SDP). 'Best Practice Managers' manage team budgets in consultation with the the team to respond to SDP priorities. The Early Years team also liaise closely with various subject leaders to ensure that a wide range of resources are available to support and promote the full range of learning experiences as outlined in the Early Years Foundation Stage Development Matters.</li> <li>- We recognise the importance of outdoor play for children in the Foundation Stage and regard our outside area as the other half of our learning</li> </ul>

	<p>environment.</p> <ul style="list-style-type: none"> <li>- The outdoor areas include large play equipment, wheeled toys and opportunities for large scale learning opportunities. These areas support the children's physical development and encourage them to be physically active. They also support and extend learning opportunities across the areas of learning.</li> <li>- Practitioners work with children to ensure that the outside environment is used to develop skills and concepts that cannot be developed to the same extent indoors.</li> </ul>
<p><u>The Wider Context</u> Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress.</p>	<ul style="list-style-type: none"> <li>- Transition into Reception from Nursery and from Reception to Year 1 is clearly planned to ensure continuity for the children across each year.</li> <li>- Information on transition is shared with staff, parents and other settings, in how best to support the children.</li> <li>- The local area is used to deliver the <i>Development Matters</i> of the EYFS. These visits are always planned carefully and linked to learning objectives.</li> <li>- Members of the local community are invited into the setting to share their expertise and experiences, for example, story tellers and fire fighters.</li> <li>- Children's additional needs are identified in consultation with the school's Inclusion Leader, staff and parents. Further advice and support is sought from outside professionals where necessary. We are committed to early identification of pupil's needs. Appropriate intervention is put in place as early as possible. Parents are fully involved in the process of identifying, assessing, supporting and making any decisions about the needs of their child.</li> </ul>

## Early Years Foundation Stage in Practice through the EYFS principles and practice.

### 4. Learning and Development

	The Characteristics of Effective Learning
<p><u>Play and Exploration</u> 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</p>	<p>The importance of play is reflected in our setting by:</p> <ul style="list-style-type: none"> <li>- Providing materials, situations and experiences that will stimulate children's play both indoors and out.</li> <li>- Creating an environment and ethos which enables each child to learn at his/her own pace.</li> <li>- Planning for different types of play.</li> <li>- Using observation to enable the adult to support, extend and consolidate a child's thinking.</li> <li>- Actively promoting the value of play amongst parents, children and staff, through workshops, information meetings and training.</li> </ul>
<p><u>Active Learning</u> Children learn best through physical and mental challenges. Active learning involves other</p>	<p>Children learn and develop in different ways. Our setting aims to reflect every child's learning journey by</p> <ul style="list-style-type: none"> <li>- providing an environment to stimulate active learning.</li> <li>- providing and developing opportunities for good quality outdoor learning.</li> <li>- planning opportunities to celebrate and reflect each child's unique learning</li> </ul>

<p>people, objects, ideas and events that engage and involve children for sustained periods.</p>	<p>journey.</p> <ul style="list-style-type: none"> <li>- time given for children to follow a particular line of enquiry within the classroom environment.</li> </ul>
<p><u>Creativity and Critical Thinking</u> 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</p>	<p>We aim to enable children to think creatively by:</p> <ul style="list-style-type: none"> <li>- providing open ended activities</li> <li>- encouraging children to explore resources before expecting them to use them in their adult led learning</li> <li>- ensuring a balance of child-initiated, independently accessed and adult-led activities</li> <li>- using role-play as a vehicle for teaching and learning.</li> <li>- deliver teaching and learning creatively across the whole curriculum.</li> <li>- giving children time to develop sustained shared thinking skills independently with adult guidance and support where needed to lead the process</li> <li>- Responding to children’s individual play preferences identified through observation. Offering them resources which will stimulate them to make further creative connections. For example, observing what children’s interests and preferred play materials/styles are and feeding into them with challenges.</li> </ul>
<p><u>Areas of Development</u> The EYFS is made up of seven areas of Learning and Development. The Prime Areas form the basis for the Specific Areas, which grow out of them. All areas of Learning and Development are underpinned by the Principles of the EYFS.</p>	<p>The children in Nursery and Reception will have clear learning objectives planned for all the areas of learning and will learn through a variety of strategies such as direct teaching, exploratory play and investigative work. During the Foundation Stage, learning opportunities are linked to ‘Development Matters’ as children work towards the <b>Early Learning Goals</b> which they should achieve by the end of reception.</p> <p>During the Early Years Foundation Stage the strategies used in teaching will vary depending on the needs of the children. Reception teachers will cover the elements of the daily literacy and mathematics lessons across the day rather than in a single unit of time.</p> <p>For a child to attain a ‘good level of development’ at the end of the Foundation Stage, they will reach the expected level in the three Prime areas and Literacy and Mathematics (two of the specific areas of learning).</p>

## Organisation and Management

The Leadership team and Early Years team work together in discussing early years education and the needs of children in the Foundation Stage are discussed at leadership meetings.

Each Reception class has a teacher and a Nursery Nurse, who work together to create an integrated

day, which ensures a well-balanced curriculum in line with EYFS requirements. The Reception team is led by a 'Best Practice Manager' who co-ordinates the day to day running of the team and promotes 'best practice' across the Reception team. The Early Years Leader is responsible for practice and provision across Nursery and Reception and into Year 1 in consultation with the leadership team.

Staff plan a flexible overall half-termly forecast with a central theme and a weekly and daily forecast is taken from this. A short term plan is displayed on a parents' noticeboard so that parents are aware of the learning experiences planned for children. All planning is flexible to take account of the needs and interests of individuals and groups of children. Any issues that are relevant to Early Years education are discussed between the staff and new initiatives are presented to and discussed with the whole school staff team.

### **Continuity, Transition and Progression**

Keeping detailed records of the children's progress in the Nursery and Reception enables the teachers to give detailed information of the child's progress to the receiving teacher in the following year. Discussions also take place between the Nursery and Reception teams so that there is continuity and progression. For this reason, at the end of the Nursery and Reception year, Learning Journeys are passed to the next teacher, prior to being sent home. Profile data is discussed by the Head Teacher and Year 1 teachers when target setting in the autumn term.

If parents are concerned at any point about their child's progress, they may either arrange a meeting with the relevant teacher, the 'Best Practice Manager' or the Head Teacher when necessary.

Transitions are continually being developed between our Foundation Stage setting, local nurseries, preschools and North Kingston Children's Centre.

In order to secure children's progress, the Foundation Stage team moderate within the team, with Year 1 and with local schools, schools in Richmond and preschools to ensure a 'shared understanding' of EYFS levels and expectations.

### **Transition from Reception to Year 1**

Teachers are given transition details of individual children at the end of the Reception year. This includes information which will be of immediate importance to Year 1 teachers concerning ability groupings for literacy and maths and identifies children with special needs. Early Years Foundation Stage Profile scores are an essential transition tool and are made available to Year 1 teachers when Reception children move into Year 1. Best Practice Managers in the Foundation Stage and Key Stage One, the Inclusion Manager and Assessment Leaders work together to make appropriate provision to meet children's needs.

### **Health and Safety**

Great care is taken to provide a safe and secure environment for the children. Equipment is checked twice a year by the school's Health & Safety Lead and Early Years staff keep a close eye on smaller equipment used more frequently.

All injuries, however minor are treated by First Aiders, Nursery Nurses having Paediatric First Aid

qualifications. More serious injuries, particularly to the head are recorded in the accident book. If necessary the child's parents are contacted and asked to take the child home. In the case of illness, parents are phoned and asked to take the child home.

### **Mobile phones, cameras and Ipads**

Nursery and Reception classes are mobile-free zones.

Staff mobile phones are kept in classroom cupboards, switched off.

Parent helpers are asked to put their phones in a classroom cupboard during their visit.

Please refer to 'Latchmere Academy Trust' mobile phone policy:

- Other than in agreed exceptional circumstances, phones must be switched off and calls and texts must not be taken or made during lesson time.
- Parents/carers, visitors and contractors are respectfully requested not to use their mobile phones in any of the designated mobile free areas or anywhere on the school site during the school day eg:- parent reading, walking through the school volunteering , waiting for a pupil in the corridor.
- Should phone calls and/or texts need to be taken or made, use is restricted to those areas not accessed by children in order to avoid any unnecessary disturbance or disruption to others.