



Hawthorns Primary School

with Little Owls Nursery

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Early Years Foundation Stage Policy

Statutory Policy	Yes
Policy Date	Dec 2019
Review Period	1 Year
Next Review Date	Dec 2020
Reviewed by	Learning & Standards Committee
Approved By	K Ashworth (Chair of Governors)

Coverage	School	Yes
	Nursery	Yes
Published to	School Website	Yes
	Staff Area	Yes
	Nursery Website	Yes

Document Derivation / Update Details		
Original WSCC Template details	Not applicable	
Changes in this version		Clarified baselines used in nursery and reception class, other minor updates to current practice

This document is a statement of the aims, principles and strategies for the teaching, learning and the care of our Early Years Foundation Stage children.

Aims

To provide an environment that is caring, nurturing, stimulating and one that fosters children's independence and develops their collaborative skills.

To encourage each child to reach his/her full potential and experience success.

To provide a play-based curriculum where children can learn through first-hand experiences.

We will provide this by:

Providing a happy, safe, stimulating and challenging play-based curriculum in which children will gain confidence in their abilities and feel successful.

Encouraging children to try new things and therefore to explore and investigate the world around them.

Providing a comprehensive range of resources to ensure that all areas of the curriculum are experienced and explored by all children, including those with additional needs and regardless of age, race or disability.

Providing a key person system to ensure children and parents have a special person with whom to liaise and therefore form attachments.

Developing children's self-help and communication skills, this will give children independence and enable them to express their emotions.

Helping children develop emotional stability, ensuring that they have a strong sense of belonging.

Making regular observations of children's interests and fascinations, enabling us to plan their next steps of learning.

Learning and Developing

Our curriculum for the Early Years Foundation Stage reflects the aims and objectives set out in the Early Years Foundation Stage Curriculum (EYFS). There are 7 areas of learning and development that shape educational provision in all Early Years settings. All areas of learning are important and inter-connected. Our children's learning experience enables them to develop competency across the 7 areas. This requires a balance of adult led and child-initiated activities in order that children develop effectively and to give them the best chance of obtaining a good level of development at the end of the Reception year.

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

Positive relationships Children learn to be strong and independent through positive relationships.

Enabling environments 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 carers.

Learning and development Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

Practitioners teach children by ensuring there are challenging, playful opportunities across the prime and specific areas of learning and development.

There are 3 prime areas:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

There are 4 specific areas through which the 3 prime areas are strengthened and applied:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

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 indoor and outdoor environments 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.

The Learning Environment:

Children have access to both the inside and the outside learning environments. The 7 areas of learning are planned for through our continuous provision. Children learn through first-hand experience and a play-based curriculum.

Planning:

Planning incorporates a balance between adult and child-initiated activities and takes account of children's interests. In Nursery, planning comes from the child's interest and fascinations. Religious festivals, topic related visitors and educational trips enrich the children's learning experience. In the EYFS Reception class, fundraising and community projects are used to support children's learning and understanding of their responsibilities to the community. Their curriculum will be planned, overseen and delivered by the Early Years Leader and the Early Years Team.

Assessment:

When a child starts in Nursery, an initial assessment is carried out taking information shared by parents and observations in the first few days of Nursery. If there are concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate. On entering reception, each child will be assessed in their first half term at school. Through observation, information

from parents and information from nursery settings, staff will assess their attainment in the three prime areas and literacy and maths. In Reception we use DFE baseline assessment which is shared with parents at the Autumn parent/teacher meeting. Children identified with a low baseline are discussed with the school SENDCO to plan for their needs.

Ongoing assessment (formative assessment) is an integral part of the learning and development process. Staff are involved in daily observations and assessments throughout nursery and reception; they include child-initiated tasks and adult led activities in the inside and outside learning environments. Observations, samples of work and photographs are recorded in each child's 'learning journey folder.' The EYFS Profile will be completed at the end of the reception year; data will be sent to county and practitioners will report whether children are meeting expected levels of development or if they are exceeding expected levels of development or not yet reaching expected levels (emerging). Children who do not achieve all of the Early Learning Goals by the end of the Reception year continue to work towards them in Year 1. The observations, assessments and 'scale point data' form the basis of individual reports to parents in the Summer term.

In most cases, children joining Nursery will already have a 2 year check from their Health Visitor. If a child joins the Nursery without a 2 year check then the Nursery and Health Visitor will administer the check.

In Nursery, a summary of the child's interests and learning styles is shared with parents in the Summer term before starting Reception. Nursery have a transition meeting with the EYFS Leader and Reception teachers have a transition meeting with Year 1 teachers to aid a smooth transition into key Stage 1. During the last few weeks of Reception, children will have transition sessions with their new teacher. All attainment data is passed to the Year1 teacher for continuity at this time of transition. The EYFS use Tapestry assessment tool to monitor children's progress throughout the Early Years Foundation Stage.

Home Visiting:

Before starting school, the parents in Nursery and Reception classes are offered a home visit as a starting point to foster a good home/school partnership.

Key person:

The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. At nursery the key person meets termly with parents to discuss their child's progress and how they can work together to move forward with learning. The key person also has a supporting role with the child's family.

In Reception, the key person is the class teacher. Their role is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents and working in partnership with them. They will of course work in close partnership with the class Teaching Assistant. The key person acts as a first point of contact with parents.

Safeguarding and Welfare:

At Hawthorns Primary School and Little Owls Nursery, we understand that we are legally required to comply with welfare requirements as set out in the Statutory Framework for the Early Year's Foundation Stage 2014 (revised 2017)

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence.
- Promote good health.
- Manage behaviour effectively in a manner that is appropriate for the child's stage of development and individual needs.
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so.

- Ensure that the setting furniture and equipment is safe and suitable for the purpose for which it was intended.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

It is important that all children in school are safe. We aim to educate children to recognise and avoid hazards and learn how to manage their own safety within firm boundaries and guidelines.

Intimate Care:

Intimate care is any care that involves washing, supporting children to manage their personal hygiene for example during dressing, toileting, wiping bottoms or changing soiled clothing after an accident. We actively encourage parents to start helping their children to become independent with these tasks before starting nursery or school. (more information in the Supporting Pupils with Medical Needs policy.)

Links with Pre-School providers:

During the Summer term reception make contact with pre-school providers and organise a visit from our reception teachers. These links are important for children's smooth transition into school. We have story sessions and free flow play between Little Owls Nursery and Hawthorns Reception during the Summer term.

Nursery staff contact other nurseries or child minder providers if the child attends more than one setting or a child is transferring to Nursery to gain a full picture of the child.

Home-School links:

We recognise that parent/carers are a child's first educators. We keep them informed about their child's learning and development and what they can do to support their child on their learning journey.

A parent information evening is held in May/June for parents of the incoming Reception group. The purpose of this meeting is in part, to disseminate important information, to encourage discussion and to emphasize the vital importance of home and school working together to support children in their learning journey.

At nursery the children have a 'Home-School' book for parents to tell them what their child has been doing at home and staff respond with comments about learning. In reception we keep in touch with parents through the Class Dojo.

During the school year, we provide workshops in literacy and maths to support the parental role in their child's early learning. The EYFS has a range of workshops and sessions to support parents in interacting in their child's learning. Nursery have regular parent /key person meetings.

In Reception, during the Autumn and Spring terms, parents are invited to a consultation evening to discuss their child's development and learning. The Early Year's team are happy to meet with parents before and after school, often on an informal basis or by appointment if necessary, to discuss their child's progress. We also have regular reception 'Book Looks' for parents to celebrate their child's learning and progress. In nursery regular open afternoons give parents the opportunity to join in with learning.

Induction and entry to school:

Little Owls Nursery have Regular 'Open Afternoons' and arrange individual visits for children and parents to ensure a smooth transition into the Nursery

New potential Reception parents are invited to an 'Open Day' where parents have the opportunity to meet the Head Teacher and have a tour of the school. Parents of new Reception children are invited to a meeting in May. This is the first opportunity to discuss children's play sessions, parent welcome meetings; uniform etc. The children are invited in during the

Summer term for their induction ‘play sessions.’ During these sessions the children join some of the current Year R children and meet the adults who will care for them when they start school. The parents are invited to stay for the sessions and are introduced to the SENDCO, PTA, Governors, School Nurse and School Meal provider representative.