

## Elmtree Infant and Nursery School



*Together we reach for the stars*



Empowering our unique schools to Excel

# Policy No. 25

## EARLY YEARS FOUNDATION STAGE POLICY

Our aims, values and objectives are founded on the Themes and Principles of the Statutory Framework for the Early Years Foundation Stage:

**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 and at different rates. The framework covers the education and care of all children in early years provision, including children with special needs and disabilities.

The following are discussed and agreed with staff and management and shared with parents:

### Our Aims:

- To make the first experiences of Nursery or School education exciting and rewarding.
- To facilitate a happy transition from the home environment to school.
- To foster positive attitudes for a life-long love of learning.
- To provide a nurturing environment in which everyone is supported.

### Our School Values:

- Respectful, Ambitious, Curious, Resilient and Inclusive.

### Our Behaviour Values:

Adopted by Elmtree Governing Body: October 2020  
Review Date: Autumn 2025  
Author: Mrs McLaren

P25 Foundation Stage Policy

- Ready, Respectful, Safe, Kind

**Our Objectives:**

- To provide a caring, safe and stimulating environment where children and staff feel secure, confident and valued.
- To establish close links between home and school.
- To provide child-centred learning and development, which is stimulating and fun for the child.
- To provide quality and consistency in our Nursery and Reception settings.
- To encourage parents, children and teachers to visit each other’s setting, therefore facilitating the smooth transitions from home to Nursery/School and from the Early Years Foundation Stage to Key Stage 1.
- To respond to the range of needs and previous experiences of the children.
- To provide equality of opportunity ensuring every child is included and supported.

- **Admission Arrangements**

- To ensure a smooth transition from home to Nursery and Reception and to encourage close links we will:
- Arrange home or pre-school visits for all children in the term before they join us to foster close links between home and school.
- Arrange time for carers and pre-school practitioners to share information that may be helpful and of benefit to the child and family during the home/pre-school visit.
- Invite all children to visit the Nursery or Reception class to gain some familiarity with the environment, meet their Key Person/Teacher and their new friends.
- Contact and arrange to visit any outside agencies, should this be relevant.
- Share a transition document for families and their child to complete prior to starting with us.

**Organisation**

The Nursery is a self-contained unit within the main school. It has separate entrance and exit doors for parents and children however, the main school building can be directly accessed when necessary.

The Reception classes are situated in the main school building. They are accessed through the main school gate.

Children start Nursery sessions the first term after their third birthday.

A child may access 15/30 hours of Flexible Free Entitlement over a week for the terms prior to entering the Reception class.

Entry to Reception takes place in the September of the academic year they will be five years old.

<p><b>Nursery</b> <b>morning/afternoon sessions</b> <b>15 / 30 hours fully funded taken each week</b></p>	<p>The children complete Nursery terms depending on parental preference and availability of Nursery spaces.</p>
<p><b>Reception Class</b></p>	<p>One intake in September. The children complete 3 terms in Reception.</p>

**The Nursery provides 15 / 30 hours fully funded Flexible Free Entitlement provision per week either in the morning or afternoon, or a combination of morning and afternoons.** A child may attend 5 morning/afternoon sessions (8.45am-11.45am) (12.15pm-3.15pm). Parents may purchase additional childcare provision at £14.25\* per session (\*sept 2024) The Nursery class is lead by a Nursery Leader and supported by Key Workers.

The 2 Reception classes start in September. Each class is staffed by a qualified Teacher and a Teaching Assistant. We aim to support a smooth transition from the Nursery to Reception class. In their final Summer term the Nursery children visit the Reception classes in small groups. This allows the children to become familiar with the classrooms, staff and routines. To help with the next transition stage, the Reception children visit their Year 1 classroom during the summer term.

The Nursery children are encouraged to wear school uniform from the time they start Nursery. As the 15/30-hour entitlement is fully funded it is not compulsory for parents to purchase uniform, but it does help the children to feel they are part of the school. From the second half of the Spring Term, the Reception children attend 'Celebration' assembly on Fridays where children are presented with 'Well Done' certificates. Snack is provided in the settings and Nursery children are offered snacks of fresh fruit or vegetables and milk or water. Parents are asked for contributions of bread sticks, crackers and raisins each term to add variety to the snack options. Reception children select from fruit and vegetables, water or milk.

### **Nursery**

The children are grouped in mixed ages of 3 and 4 year olds, there are three key groups in the Autumn term and four in the Spring and Summer terms. The ratio of adults to children in the morning and afternoon sessions is 1 adult to 10 children.

### **Reception**

The children are in classes of up to 30. Each class has a qualified Teacher, an Early Years Teaching Assistant and, where appropriate, additional support staff.

### **Staff development and support**

Volunteer staff and employed staff are encouraged and supported to undertake further qualifications.

All Early Years Foundation Stage Staff are encouraged to attend available training courses on a regular basis.

### **Planning, Teaching and Learning**

**'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'** (Statutory Framework for EYFS Department for Education).

Within the Statutory Framework the learning and development requirements comprise:

### **Prime Areas:**

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

### **Specific Areas:**

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

The Early Years Leader has an overview of planning in the EYFS. The Nursery Leader and Key People are responsible for the planning, teaching and assessment of the children in their groups. The Reception Teachers are responsible for the planning, teaching and assessment of the children in their classes and are supported by Teaching Assistants.

### **Long Term Planning**

Our Long-Term planning is guided by the Statutory Framework for the Early Years Foundation Stage.

The non-statutory guidance document 'Early Years Outcomes' shows how the themes and the principles that inform them work together for children in the EYFS.

### **Medium Term Planning**

Each topic is planned to meet learning objectives across the seven areas of learning and development. The children's learning is integrated in all seven areas. Any single experience may provide opportunities to develop a range of skills and cover aspects of many of the areas.

We also recognise the key value of play in the children's learning at this stage. Teaching activities take different forms: they may be **adult-led**, where the adult teaches a particular learning intention; **adult initiated** where the adult has set up activities and expectations for observations; **child initiated** where the child has devised the activity themselves or taken an adult initiated activity and changed or developed it.

Each topic is planned to meet the needs of the current children and to build on prior learning.

### **Short Term (Weekly) Planning**

The medium-term plans are used as guidance. Information and ideas are shared at weekly planning meetings. Using professional judgement and by reflecting on the previous week's activities the team plan for opportunities for the children to practise and learn new skills.

'Continuous Provision' sheets are used by the Teachers and Key People to show details of child informed activities and adult informed activities and are updated daily. Activities are based on children's observed interests and needs and are differentiated as appropriate for individuals or groups.

Parent curriculum information sheets are shared every half term and optional home learning opportunities are shared weekly. These inform families of the learning that is taking place in school and provide suggestions of how families can help children at home.

### **Assessment**

The children are assessed throughout the Early Years Foundation Stage, which culminates in the completion of the summative assessment of the Early Learning Goals at the end of their time in Reception. This data is sent to County for analysis. The data is also used by the Early

Years Leader, Reception Teachers and Key People to support future targets, and for the Year 1 and Reception teachers to discuss children who are making the transition from the Foundation Stage to Year 1. Ongoing assessments regularly take place and are used to inform the weekly planning:

- Whole-class and group observations are recorded by the Teachers in Reception.
- Individual and whole-class observations are recorded by the Key People in Nursery.
- These observations are shared prior to any parent consultations and then sent as a document at the end of the school year.

In the Nursery and Reception classes the assessments indicate the child's progress within the developmental stages. The information taken from the assessments provides an indication of how many children are entering at the expected level of attainment in all seven Areas of Learning and Development. These assessments also help to inform the planning.

The Foundation Stage Leader monitors the assessments to ensure that all children are making progress and to support teachers to plan appropriate next steps.

At the end of the Summer term in Reception the Early Years Foundation Stage Profile will be completed. Parents will receive a report of the Early Learning Goals. Reception children will also receive an end of year report which looks at the 7 Areas of Learning and Development within the Early Years.

At the end of the summer term before the children enter Year 1, the Reception and Year 1 Teachers discuss the children's completed Foundation Stage Profile records.

Each child's summary assessment is used to plan for their entry to Key Stage One.

In-house moderation of different aspects of Learning and Development takes place between the Teachers and Early Years staff. All Teachers and Early Years staff attend moderation within the local area, the Trust and the County.

## **Resources**

The classroom environments in the Early Years Foundation Stage (indoor and outdoor) are planned and organised to reflect the seven areas of Learning and Development. The indoor and outdoor environments offer a combination of activities arranged to reflect children's observed interests on a daily, weekly or permanent basis.

Resources are stored in the classrooms as appropriate and they reflect different needs, abilities, genders and cultures. Children are encouraged to select resources for themselves. Resources are shared between the settings and are organised at the weekly planning sessions.

A budget is allocated annually to the Early Years Foundation Stage to pay for new teaching and learning resources, replace old or broken equipment, and purchase the services of visiting specialists.

## **Partnerships with Parents**

We work in partnership with parents and carers by sharing information between home and the School/Nursery. This is important in helping create a full picture of each child's progress. Sharing information enables parents to be involved in their child's learning when they are away from home and helps staff plan children's next steps.

Parents' Consultation Evenings are held twice during the year for all Reception parents. Stay and Play sessions take place for the Nursery parents, during which the parents have the opportunity to discuss their child's progress with their key person.

Parents are kept informed regularly through Parent Curriculum information leaflets and the monthly School Newsletter. We have an open-door policy and endeavour to ensure a member of staff is always available to talk to parents.

The Elmtree Infant and Nursery School website gives parents access to current information. Parents are also sent texts on a regular basis.

Parents are encouraged to volunteer some of their time in the EYFS settings, this promotes children's self-esteem and staff and parents are able to share ideas.

Any concerns Parents/Carers may have during their child's time in the Foundation Stage are

noted and acted upon. Concerns are recorded and action taken is fed back and shared.

### **Links with Other Agencies and Other Settings**

The Nursery and Reception classes work closely with the SENDco (Special Educational Needs Co-ordinator) and the expertise of the following services are used where necessary: METAS, Speech and Language Therapists, Occupational Therapists, Educational Psychologists and Health and Social Services.

The Early Years Leader, Class Teachers and Key People visit children in their previous settings before they join the Nursery. Reception Teachers from different schools will visit the Nursery to meet children who will be transferring to their setting. Reception Teachers will visit some children in their previous settings before they enter the Reception class.

### **Links With Other Setting's Policies**

#### **Inclusion.**

Refer to the School's Equal Opportunities Policy

#### **Health and Safety**

Refer to the School's Health and Safety Policy

#### **Admissions**

Refer to the School's Admissions Policy

#### **Special Educational Needs**

Refer to the School's Special Educational Needs Policy

#### **Behaviour**

Refer to the School's Behaviour Policy

#### **Child Protection**

Refer to the School's Child Protection Policy

#### **Continence Policy**

Refer to the School's Continence Policy

#### **Use of Images**

Refer to the School's E-safety Policy

## Appendix 1

### ELMTREE INFANT AND NURSERY SCHOOL

#### USE OF CAMERAS AND MOBILE PHONES

To ensure the safety and welfare of the children in our care this appendix outlines the protocols for the use of personal mobile phones and cameras in the setting.

- Personal mobile phones cameras, video recorders and other electronic recording devices cannot be used when in the presence of children either on school premises or when on School educational visits.
- Personal mobile phones can only be used on visits in the case of an emergency situation relating to the children in their care and with the permission of the Visit Leader.
- All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent or Carer is permitted to use their mobile phone whilst on school premises. School policy regarding this matter should be explained clearly to Parents by the Headteacher.
- Mobile phones must not be used in any area within the school or within the staff toilet areas. Only the Staffroom or School offices.
- It is the responsibility of all staff to make families aware of the school telephone numbers and in emergency situations, will ring the school office.
- Personal calls may be made in the staff room or School offices but not anywhere else in the school.
- Personal mobiles, cameras, video recorders or any other electronic device, should not be used to record classroom activities. ONLY school equipment should be used.
- The ONLY occasion when cameras or video recorders are permitted to be used is during a school assembly or concert. The Headteacher will inform parents that permission has been given to use them and will advise that any images taken must not be shared on any social networking sites i.e. Facebook.

#### MONITORING AND REVIEW:

- It is the responsibility of all staff to adhere to this policy. It will be reviewed annually.
- **This is an appendix to the EYFS Policy and the Child Protection Policy**





