

# **Mrs Bland's Infant and Nursery School**

## **Early Years Foundation Stage Policy**



**Policy Date: March 2014**

**Policy Ratified: July 2020**

**Policy Review Date: April 2021**



## MRS BLAND'S INFANT AND NURSERY SCHOOL

### EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

#### **Purpose and Background**

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to five years of age.

At Mrs Bland's we offer Early Years education and care for 2-5 year olds, starting with Little Acorns, our 2 year old nursery. Following on from this, the children join Acorns, our readiness for school nursery in preparation for Reception, which the children start in the September of the academic year in which they become 5 years old. At the end of their Reception year, the children move on to Key Stage 1.

The Foundation Stage is important because it is in their early years that children develop learning attitudes, skills, social integration and personal organisation.

Play is a central tool for learning; it is a key way in which young children learn with enjoyment and challenge. Structured play where the learning has been clearly identified through careful planning and support is very important in the Foundation Stage environment.

#### **Aims**

Meeting the needs of every child lies at the heart of everything we do at Mrs Bland's.

- We aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning.
- We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners.
- We value the individual child and work alongside parents/carers to meet their needs and help every child to reach their full potential.
- We foster independence and positive attitudes to learning - each child is encouraged to reach his or her full potential regardless of their ethnic and socio-economic background, race, gender or ability.

#### **The Statutory Framework of the EYFS**

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within early year's settings.

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**
3. Children learn and develop well in **enabling environments** in which their experiences respond to their individual needs – there is a strong partnership between practitioners and parents/carers.
4. **Children develop and learn in different ways and at different rates**

#### **How do we put these principles into practice?**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning using play as the vehicle for learning

- Promote equality of opportunity and apply anti-discriminatory practice – we provide early intervention for those children who require additional support
- Work in partnership with parents and carers and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children’s own ideas and interests
- Provide opportunities for children to engage in activities that are adult-initiated and child initiated
- Provide a safe and secure learning environment indoors and outdoors.

### **The Early Years Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children’s needs, interests and stages of development across the seven areas of learning to enable children to achieve and exceed the Early Learning Goals.

All seven areas of learning and development are important and inter-connected.

The **‘Prime’** areas

These three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning – they build their capacity to learn, to form relationships and thrive, both in the EYFS and into KS1. These are –

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

The **‘Specific’** areas

Children are also supported through four specific areas, through which the three prime areas are strengthened and applied:

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

In planning and guiding children’s activities practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** – children investigate and experience things and ‘have a go’
2. **Active learning** – children concentrate and keep on trying if they encounter difficulties
3. **Creating and thinking critically** – children have and develop their own ideas; they make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first hand experiences, in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Children will engage in whole group and small group activities alongside their independent learning, with allocated times for a daily phonics session and teaching aspects of Mathematics and Literacy including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS – ***‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’.***

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, Early Years practitioners interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities as practitioners we reflect on the different ways that children learn and we build these into our practice. We create a stimulating learning environment to encourage children to free-flow inside and outdoors as far as possible.

### **Observations and Assessment**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways; photographs are used as evidence as snapshots and more formal observations. Everyone is encouraged to contribute to discussions. Observations of children's achievements are collated in their own personal Learning Journeys which are shared with parents/carers. These ongoing observations are used to inform the EYFS Profile/development matter bands. The child's progress is reviewed every half term and is regularly discussed with parents/carers. Children are actively encouraged to contribute to their Learning Journeys and to help plan for their own 'next steps in learning'. Throughout their time at Mrs Bland's school parents/carers are welcomed in to share in their children's learning, both informally through our 'open door' policy and formally during parent/teacher consultations.

Teachers complete the EYFS Profile at the end of the Reception year; this data is then made available for national collection. Within their child's final term of Reception, we provide parents/carers with a report based on their child's progress in Reception and against the EYFS Profile.

### **Safety including Safeguarding and Welfare**

Children's safety and welfare at Mrs Bland's is paramount. We create a safe and secure environment within our school and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have policies, procedures and documents in place to ensure the safety of our whole school community.

We promote the good health of the children in our care in numerous ways –

- ✓ We encourage healthy eating – every morning, EYFS and KS1 children, are provided with a nutritious fruit snack
- ✓ We allocate significant time for physical development
- ✓ We follow set procedures when children become ill

### **The role of parents/carers**

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognize that together we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's care and education in numerous ways.

### **The role of outside agencies**

Working with outside agencies is integral to our practice in order to meet the individual needs of our children. At times we may need to share information with other professionals to provide the best support possible for a child.

We draw on our links with the community to enrich children's experiences by taking them on outings. When relevant we invite members of the community into our setting to talk about their lives, work and experiences.

## **Transition**

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings.

Before children start in our Reception class –

- Our transition begins with the Early Years Leader visiting all nursery/pre-school settings. These visits provide an opportunity for the Early Years Leader to meet the children and talk to the key worker. Notes are recorded from these visits and are then shared with the class teachers.
- In the second half of the summer term, new starters and their parents are invited into school for 1:1 meetings with the Headteacher and Deputy Headteacher. At these meetings key questions are asked and time is given to parents if they have any questions of their own or any concerns they would like to flag;
- We then provide parents with an information pack, aimed to provide answers to some of the questions parents may have; it also contains ideas to make transition to school easier for the child

We have well planned transition programme where children will attend shorter hours at the start of the term to ensure all children settle into school happily and confidently. The transition programme will be tailored to the needs of the children so can be extended for those for whom it would be of benefit. This will be a joint decision made by the school staff and the parents of the child.

At the end of the EYFS our Reception staff meet with Year 1 teachers to liaise and discuss the individual children and their specific needs. Children will have the opportunity to meet with their new teacher to get to know them through our Move-up Days.'

## **Management of policy**

Governors' Committee Responsible:	Pupil Progress Committee Meeting
Policy Originator:	Sarah Williams (Early Years Leader)
Next review date:	April 2021