



# **Templemoor Infant and Nursery School Early Years Foundation Stage (EYFS) Policy**



## Templemoor Infant and Nursery School

### Early Years Foundation Stage (EYFS) Policy

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#### Important information

EYFS Lead – Mrs S Cundick

In this policy EYFS stands for 'Early Years Foundation Stage'

All EYFS policies and related documents include information and guidance for school staff and our out of school provision. Within this policy, the term EYFS is used to describe children who are in our Nursery and Reception classes.

#### Introduction

'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 - Department for Education,  
September 2014

Early childhood is the foundation on which children build the rest of their lives. At Templemoor Infant and Nursery School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

This EYFS Policy outlines the philosophy, aims and principles of early years teaching and learning in the EYFS at Templemoor Infant and Nursery School. At Templemoor Infant and Nursery School the EYFS will be marked by excellence, enjoyment and fun. Our intention is to develop quality and consistency in the provision of education and welfare for the children in our school.

We adhere to the 'Statutory Framework for the Early Years Foundation Stage - September 2014' and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;

- 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/or carers; and
- Children develop and learn in **different ways and at different rates**.

## **Aims**

At Templemoor Infant and Nursery School, we aim to provide outstanding quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe, stimulating and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. As part of our practice we will:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the primary vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult initiated and child initiated, supported by the adult
- Provide a secure and safe learning environment both indoors and out
- To lay a secure foundation for future learning through developing positive attitudes through 'growth mind set', supporting individual needs and following the interests of the child.

## **A Unique Child**

At Templemoor 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 and 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.

## ***Inclusion and Equality***

All children and their families are valued at Templemoor Infant and Nursery School. We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Children have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning. We set realistic and challenging expectations matched to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;

- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support as necessary (such as referrals to speech therapy).
- Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

### **Positive Relationships**

At Templemoor 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/Carers as Partners***

We recognise that parents/carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- Talking to parents/carers before their child starts school at our induction meeting.
- Arranging, where possible, visits by the teacher to all children in their home setting prior to their starting Nursery, and all children who have not attended Templemoor Nursery before they start in Reception.
- Providing a handbook of information about commencing Nursery and Reception at Templemoor.
- Inviting parents/carers and children the opportunity to spend time in Nursery and Reception before starting school.
- Providing an induction meeting for Nursery and Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a parent consultation early in the academic year to establish how a child is settling into the school environment.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Written contact through weekly 'home links' and monthly school newsletters.
- Sending home notes or golden book certificates (Reception only from the Summer Term) designed to inform parents/carers of outstanding achievements.
- Providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- Publishing a curriculum overview on the school website detailing the areas of learning and the overarching theme of the term or half-term as well as a class newsletter/termly overview.
- Inviting parents to attend informal workshops about areas of the curriculum, such as phonics or reading.

- Sharing regularly the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers.
- Offering two formal parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending a written report on their child's attainment and progress at the end of their time in Nursery and Reception.
- Asking parents to sign a generic permission form for visits, food tasting and photographs etc.
- Parents are invited to a range of activities throughout the school year such as assemblies (Reception only) and Christmas productions.
- Offering opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. reading stories or playing games.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. reading events, topic outcome events.
- Ensuring all parents/carers know that their child's teacher and teaching assistants are their key workers.
- Sharing information via the school website.

### **Staff**

Nursery – 1 class teacher and 2 teaching assistants.

In each reception class – 1 class teacher and at least 1 teaching assistant across the two classes.

In the EYFS there may also be specifically appointed staff to support children with additional needs.

All children are given a key worker as they start nursery or reception. In reception this is the class teacher. In nursery the children are split between the three adults (teacher and two teaching assistants). Key worker groups are displayed in the classroom. Key workers are responsible for care, recording progress and linking with parents including home visits and parents' evenings.

Teachers and teacher assistants work as a team and are trained to a high standard to teach the curriculum and manage the environment. The teacher has overall authority for planning, assessment and managing the learning environment and directing teaching assistants. All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

### **Enabling Environments**

At Templemoor Infant and Nursery School we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create attractive and stimulating learning environments, where children feel confident and secure and challenged. The children have daily access to indoor and outdoor environments that are set up in discrete areas of learning with planned continuous provision.

Play-based learning is paramount and children have opportunities to direct their own learning with planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We

encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and are checked regularly.

Both Nursery and Reception have open planned classrooms with two main teaching areas. These areas can be closed at times of the day for specific teaching. Classes are well equipped with open-ended resources, which are labelled clearly and presented neatly to ensure children can choose their own resources and replace when finished.

## **Learning and Developing**

### ***The EYFS Curriculum***

Our EYFS curriculum reflects the areas of learning identified in the Early Learning Goals.

There are seven areas of learning and development that must shape educational provision in early years settings. All areas of learning and development are important and interconnected. None of the areas of learning can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skill across a number of learning areas.

They require a balance of adult led and child-initiated activities in order for most children to reach the levels required at the end of EYFS. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are **prime** areas:

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

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

The **specific** areas are:

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

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed using the development matters ages and stages materials. Evidence is collated in the children's individual learning journeys. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child. This may also include a discussion with the Special Educational Needs Coordinator (SENCO) in order to access Special Educational Needs support.

### ***Literacy and Mathematics***

At Templemoor we use the Read Write Inc. phonics scheme in line with school policy. In nursery, children experience a daily shared reading session and a weekly phonics lesson. Nursery children also experience guided reading and writing.

In reception children experience a daily shared reading session and a daily phonic lesson. They also have at least one guided read and write per week.

We feel it is important for children to be in a language rich environment. The environment will support each child's reading and writing and celebrate all levels and achievements. There are opportunities for reading and writing in all areas of continuous provision. Children are encouraged to take library books regularly from the well-stocked class libraries. In nursery we have the addition of the very popular 'story sacks' which really encourage children to develop the love of books.

At Templemoor we use numicon to support the concept of number. Mathematics is taught daily in reception and weekly in nursery. There are also opportunities for mathematics in all areas of continuous provision.

### ***Characteristics of Effective Learning***

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### ***Planning***

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in the EYFS are involved in making observations of the children's new learning.

The planning within the EYFS is based around the children's interests and development needs. These plans are used by the EYFS team as a guide for weekly planning; however they may alter these in response to the needs (achievements and interests) of the children. Children experience shared teaching (whole group), focused teaching (small groups) and independent play. The ratio of focused and independent learning changes as they go through the year.

The Foundation Stage Curriculum is enhanced by the use of 'Individual Learning Projects' (ILPs) produced by Cornerstones. These ILPs are:

#### ***Nursery***

Term One	Term Two	Term Three
How many colours in a rainbow?	Where does the snow go?	Are eggs alive?
Is it shiny?	Why do you love me so much?	How many pebbles on a beach?

## Reception

Term One	Term Two	Term Three
Do you want to be friends?	Will you read me a story?	Who lives in a rock pool?
Why do squirrels hide their nuts?	Why do ladybirds have spots?	Are we there yet?

### Observations

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. Significant observations of children's achievements are collated in their own personal learning journeys, which are shared with parents.

### Assessment

Children entering nursery and reception are observed during their first weeks, to provide baseline information. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

At the end of each term children's ages and stages will be recorded and an analysis of results used to inform future teaching and learning. Pupil progress meetings are held each term with the headteacher and Early Years' lead to ensure progress of each child. Children have targets written in their Learning Journeys. Nursery children have one or two each term. Reception children start with one or two and advance to three by the middle of the year.

The Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging, Expected or Exceeding.

At the end of the final term in Reception we send a summary of these assessments to the Local Authority for analysis. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

### Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

### ***Starting Nursery***

Key Workers visit all children in their home setting prior to their starting Nursery. The children have the opportunity to spend time in the nursery setting with their teacher before starting Nursery. All Nursery parents are invited to attend an Induction Meeting in early September.

### ***Starting Reception***

Parents of all children starting in the next academic year will be invited to an Induction Meeting in the summer term to meet their child's new teachers and other key staff and visit their child's new classroom.

During the summer term, the children who already attend Templemoor Nursery are given a number of opportunities to meet their new class teacher and spend time in their new classroom. Children who have not attended Templemoor Nursery will spend a morning or afternoon session in their new class, where they meet their new teacher and some of their new classmates. Parents can leave their child during this session. This means that before they join their new class the Reception environment is already a familiar place to the children. Arrangements are also made for the children's new class teacher to complete a home visit (for children who did not attend Templemoor Nursery only).

September Intake - When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- Day 1 – Children who didn't attend Templemoor Nursery: Morning session
- Day 2 - Children who didn't attend Templemoor Nursery: Morning session and lunch.
- Day 3 - Children who didn't attend Templemoor Nursery: Full day from then onwards.
- Day 4 – Half of the children who attended Templemoor Nursery - Morning session
- Day 5 - Half of the children who attended Templemoor Nursery - Morning session and lunch. The remainder of the children who attended Templemoor Nursery - Morning session.
- Day 6 - Half of the children who attended Templemoor Nursery - Full day from then onwards. The remainder of the children who attended Templemoor Nursery - Morning session and lunch.
- Day 7 - The remainder of the children who attended Templemoor Nursery - Full day from then onwards.

Please note that these procedures can be flexible if a child is not settled, or needs some extra time to adjust to their new setting.

### ***Starting in Key Stage 1 (Year 1)***

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them. They will have taken part in Key Stage and whole school assemblies as well as sharing playtimes with the Key Stage 1 children.

Children have the opportunity to meet their new class teacher and spend some time in their new class during the summer term.

### ***Safeguarding and Welfare***

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

At Templemoor Infant and Nursery School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage – September 2014. We do this by:

- Providing a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promoting good health;
- Managing behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- Ensuring that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensuring that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintaining records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

### ***Keeping Safe***

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Safeguarding Children Policy.)

### ***Good Health***

We provide free fruit and vegetables which children can access independently throughout the day. Free milk is provided for all four year olds and is available to five year olds at a fee. Fresh drinking water is also available at all times.

### ***Risk Assessments***

At Templemoor, there are clear procedures for assessing risk (see whole school 'Risk Assessment Policy') which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, separate risk assessments are conducted in the EYFS (see EYFS Risk Assessments).

In line with the EYFS statutory framework 2014, at Templemoor we undertake;

- A whole school 'Supporting Children with Medical Conditions Policy' ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date.
- Children's dietary needs are recorded and acted upon when required.
- A first aid box is accessible at all times and a record of accidents and injuries is kept.
- The EYFS lead is the lead behaviour manager for the Early Years (refer to Behaviour Policy, Physical Restraint Policy, Anti-Bullying Policy).
- A Health and Safety Policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A Fire and Emergency Evacuation Procedure and Policy.
- An E-Safety Policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting.
- Regular training, to ensure that all staff are up to date in safeguarding procedures, first aid training, Prevent training etc.

### ***British Values/The Prevent Duty***

In Early Years we promote all four fundamental aspects of British Values; the rule of law, individual liberty, democracy, mutual respect and tolerance of those with different faiths and beliefs.

***The rule of law:*** Children are introduced to the school rules and they are actively promoted. Children's good behaviour is celebrated, creating a positive ethos throughout the EYFS.

***Individual Liberty:*** Children are supported to be self confident and aware of differences. Children are given opportunities to take risks in physical activities and learning to develop their self-esteem.

***Democracy:*** Children have opportunities to choose activities and rewards for completing challenges. Opinions are shared and discussed and valued, e.g. a favourite story may be chosen by a show of hands.

***Mutual Respect and Tolerance of those with different faiths and beliefs:*** Children are supported to treat others as they wish to be treated themselves. In early years sharing and turn taking are positively encouraged. We have regular circle times where we listen to others opinions and value what they say. Children are taught about different religions of children in nursery and reception and the wider community. We link the PREVENT agenda to our EYFS to enable our children to make informed choices around how to be a good citizen and demonstrate good British values. We ensure that our school vision, values, curriculum and teaching promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are the necessary documents and practices in place to safeguard and promote children's welfare.

### **Monitoring**

In order to ensure continuity and progression, it will be necessary to monitor the EYFS. The monitoring of EYFS will take place regularly by the EYFS Lead and Headteacher. This will be achieved by:

- Checking planning.
- The monitoring of learning journeys.
- The monitoring of EYFS displays in and around the school.
- Pupil voice activities.
- Lesson observations.
- Verbal or written feedback will be given highlighting positive practice and suggestions for improvement.

AN EYFS Monitoring Schedule is produced each term, which highlights the monitoring that will take place. The result of any monitoring will be discussed with the Headteacher/SLT.

### **Role of the EYFS Lead**

Mrs Cundick is the EYFS lead responsible for managing the Early Years Foundation Stage.

The EYFS Lead will:

- Provide a strategic lead and direction for the early years in the school.
- Provide support, advice and resources to members of staff.
- Alongside the headteacher, monitor the quality of teaching in the EYFS and outcomes for all children, revising policies and supporting staff with planning where necessary.
- Attend relevant training and keeping up to date with current developments in the EYFS and support staff through relevant INSET sessions.

- Monitor the use and need of resources throughout the school.
- Produce an annual action plan which indicates areas for further improvement.
- Contribute to the School Development Plan (SDP) and EYFS Self Evaluation Schedule (EYFS SES).
- To carry out duties as outlined in the EYFS Leader's Job description.

### **Governors**

There is a named Early Years Governor who has regular meetings with the Early Years Lead and who completes Learning Walks and monitoring tasks. The Early Years Governor is Mrs Maureen Haddock.

### **Links to other Policies**

This EYFS Policy is written in conjunction to and linked with the following:

All subject policies  
 Marking and Feedback Policy  
 Equality Policy  
 Safeguarding Policy  
 Health and Safety Policy  
 Preventing Extremism and Radicalisation Policy  
 Nursery Admission Policy  
 SEN Policy  
 SEN Local Offer  
 Teaching and Learning Policy  
 Risk Assessment Policy  
 E-Safety Policy  
 EYFS Risk Assessments  
 Supporting Children with Medical Conditions Policy  
 Behaviour Policy  
 Anti-Bullying Policy  
 Physical Restraint Policy  
 British Values Statement  
 Early Years Monitoring Schedule  
 Fire and Emergency Evacuation Procedure and Policy