

Stockton Primary School EYFS Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. Stockton's Early Years Foundation Stage accommodates children from the age of 2 to 5. We have a 20 place Nursery (Little Acorns), 16 of which are for 3 year olds and 4 places for 2 year olds. Afternoon sessions run at the same capacity. Nursery hours are from 9.00 am to 3.00 pm. We have one Reception class (Willow) with the capacity for 30 pupils.

The EYFS is led by a teacher who teaches in the Reception class. The Nursery is led by our Nursery Manager (overseen by the EYFS Lead). The Nursery room has the allocation of three staff – staff can be deployed elsewhere in school when numbers are low. The Reception class has a teacher and TA allocated. The setting prides itself on being inclusive and if children with SEND attend, staffing ratios can be increased in line with need and funding.

Aims

- To ensure that all children get the highest quality care and education whilst in the EYFS so that they have solid foundations from which to grow academically and socially and emotionally thus securing a bright future.

"When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow."

Development Matters 2020

- To develop physically, emotionally, intellectually and socially in order to reach their full potential
- To make sure that our children are equipped with the knowledge, skills and understanding to make a good transition to KS1
- To ensure that the curriculum is broad, balanced and engaging
- To equip children with excellent early literacy and maths skills
- To ensure the key four Guiding Principles (Unique child, positive relationships, enabling environments, learning and development) the three Characteristics of Effective Learning (creating and thinking critically, active learning, and playing and exploring) and the seven Areas of Learning remain the cornerstones of our practice.

Curriculum

The EYFS is based on seven key features of effective practice as set out in Development Matters 2020

1. The best for every child
2. High-quality care

3. The curriculum: what we want children to learn

4. Pedagogy: helping children to learn

5. Assessment: checking what children have learnt

6. Self-regulation and executive function

7. Partnership with parents

We provide a broad curriculum based on the EYFS, across the 7 areas of learning. We adopt a thematic approach and Nursery and Reception follow the same long-term plan which is a two year programme. To ensure the children are introduced to high quality texts we use the 'Power of Reading' alongside traditional tales and key favourites. Flexibility is built into the curriculum so that the interests of the children can be pursued. We provide an excellent balance between adult led and child-initiated learning. Our environment is stimulating and motivational but not overwhelming and children are provided with challenging learning experiences which evoke curiosity, problem solving and creativity.

Areas of Learning:

The EYFS is made up of three prime areas of learning:

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

There are four specific areas of learning:

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

All seven areas of learning and development are important and interconnected. We seek to build upon these connections to provide holistic education which places value on all areas of learning.

Our curriculum and practice are inclusive and all children receive high quality teaching on a daily basis. A variety of teaching and learning styles are deployed to ensure we meet the needs of a variety of learners. The classroom environment is inclusive and provides a range of prompts for learning – visual and kinaesthetic. If children are identified as having additional needs interventions and support are provided (please refer to the SEN Policy and Provision Map)

Partnerships with parents are crucial and we seek to establish excellent working relationships with families by being open, welcoming and supportive. We also seek to support parents with how best to boost learning at home by providing topic plans and letters, workshops, reading books and homework.

Phonics

We place a great emphasis on the acquisition of skills in this area. During Nursery years children will focus on Phase 1 which is all about auditory awareness – recognising environmental sounds, having fun with instruments, listening to sounds at story time, sound – hunt walks etc. For those children who are ready at the end of F1 some initial sounds will be taught. During the Reception year children will learn the sounds associated with Phase 2 and 3 and they will also focus on the skills of blending and segmenting. Children receive activities to take home linked to this area of the curriculum and their reading books match the sounds being secured/taught.

Assessment

- Assessments are made in line with the EYFS
- Daily practice includes observations of children's development and progress – through teaching and interaction
- Discussions are held with all adults in EYFS about individual children's development and next steps – the role of the key worker is particularly important in F1. Significant observations of children's' achievements are recorded in their learning journals which are shared with parents
- An end of year report is provided to all parents/carers on their child's development against the seven areas of learning. Termly progress reports focus on the Literacy and maths.
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning

Transition

As part of the lead up to joining our Nursery we offer a visit to the setting, opportunities to stay and play and a gradual integration to regular attendance. This is negotiated with Nursery staff and the approach is individualised to meet different needs – some children are very confident and take little time to settle in whilst others need more support. Children get to know all staff in the Nursery, but their Key Worker plays an important role in helping a child to settle initially before moving on to fully exploring the opportunities. Children in Nursery also get to know our EYFS Lead who will become their Reception class teacher.

Before children move up to Reception the teacher will have made several visits to Nursery to read stories, lead sessions, engage in Forest School – therefore the children are very familiar with their teacher to be. Before the end of the summer term when children are due to be starting school in September, they make several visits to the Reception classroom to become familiar with the setting, and meet children who are joining from other nurseries.

Parents are invited to an open evening whereby they can ask any questions and find out about starting arrangements for their children.

For children moving up from Reception to Year 1 similar arrangements are in place and they have opportunities to become familiar with staff and their new environment. In the summer term children begin to be taught in a way which mirrors Year 1 practice so that the transition is well prepared for.

Health and Safety and Safeguarding

The school is committed to safeguarding. A senior member of staff who is also a DSL (Designated Safeguarding Lead) works day to day in the EYFS. Staff report concerns via CPoms and these are received by a DSL – often the headteacher. EYFS practice works hand in hand with school procedures regarding safeguarding – see Child Protection Policy. All staff receive regular safeguarding updates and training.

Children may sometimes require intimate care e.g. support to clean up after toileting accidents, changing of nappies – such care will be administered so that dignity is of the highest priority.

Environments are checked from a Health and Safety perspective on a daily basis. Outdoor environments are checked by staff and any issues are reported to the site supervisor who will either fix the problem or remove it.

We promote healthy eating and children have access to water and fruit throughout the day.

Children are taught to wash their hands thoroughly and about the importance of hygiene.

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