



Early Years Policy

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**Artsmark
Silver Award**
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Derbyshire Healthy Schools
Community Award

Headteacher: Mrs Zoë Andrews

TIBSHELF INFANT AND NURSERY SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Foundation Stage 2.

In our school, Nursery (FS1) children join us, for a morning or an afternoon session, 5 days a week, starting after their third birthday. This can be influenced by the length of the waiting list. They then start full-time school in September of the academic year in which they will turn 5 years old.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure children learn and develop well and are kept healthy and safe. We aim to support children in their learning through “teaching and offering experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life” (Statutory Framework for the EYFS 2014).

The EYFS is based upon 4 principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

Children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important. We embrace the characteristics of effective learning – playing and exploring, active learning, being creative, and thinking critically. These underpin learning and development across all areas of the Early Years curriculum and enable all children to become effective and motivated learners. We value all areas of learning and development equally and understand that they are often linked.

Inclusive Practice

The diversity of individuals and communities is valued and respected at Tibshelf Infant and Nursery School. All children are treated fairly regardless of race, religion, culture or abilities. We believe that all children have the right to be listened to and valued. All children are encouraged to achieve their personal best. We do this by taking account of our children’s range of life experiences when planning for their learning and our strategy of ‘planning in the moment’ allows the flexibility to tailor the activities we offer to suit the interests and needs of the individual child.

In the EYFS we set realistic and challenging expectations that meet the needs of every child. We achieve this by carefully considering and planning for the needs of boys and girls, children with special education needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

A high-quality early years’ experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring the continuity between Foundation Stage One (FS1) and Foundation Stage 2 (FS2). This is facilitated through planning and shared learning experiences.

We meet the needs of all our children through;

- planning opportunities that build upon and extend children's knowledge, experiences 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 in the learning environment
- providing challenging activities for children whose ability and understanding are in advance of age-related skills.
- monitoring children's progress and taking action to provide support and enhancement as appropriate.
- providing individual support programs for identified children.

Keeping Safe

It is important to us that all children in our school are safe. We teach our children about the importance of boundaries, rules, limits and safety when using the internet to help them understand how they can keep themselves safe with and without adult support. We provide children with choices to help them develop these important life skills. Children should be able to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

Health and Well-being

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being. At Tibshelf Infant and Nursery School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage (2014). All staff are familiar and have copies of the relevant documents and understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children in our setting have had appropriate checks and training.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

Respecting Each Other

Every interaction is based on caring professional relationships and respectful acknowledgements of the feelings of children, their families and the staff within the setting.

Friendships and relationships are an important part of every child's early development. At Tibshelf Infant and Nursery school we commit time and provide opportunities to support children as they learn how to understand and manage their own feelings and become more caring towards others. We actively promote British Values incorporating the overriding principles of democracy, rule of law, individual liberty, tolerance and mutual respect.

Parents and Carers as Partners

We recognise that parents and carers are children's first and most enduring educators and we value the contribution that they make. We ensure a strong working relationship by;

- Having induction meetings with parents/carers before their child joins the setting and providing them with up-to-date information through our school website and prospectuses.
- Inviting parents/carers to bring their child/children to visit FS1 for a session prior to their start date and following this up with an individual transition tailored to suit the needs of each child.
- Ensuring a carefully planned transition for their child as they move from FS1 to FS2. This includes joining weekly star assemblies and shared physical development activities on the Infant playground during the Summer terms as well as the opportunity for the FS1 children to spend sessions with their new teacher in our nursery before visiting in the FS2 unit in the term prior to them starting school.
- Welcoming parents/carers into the Foundation Units at the beginning and end of each session to help settle their child and provide the opportunity to communicate with staff.
- Writing a 'settling in' report for every child within six weeks of them starting FS1 or FS2.
- Inviting FS1 parents/carers of N2 children to a pupil progress meeting in the Summer Term.
- Inviting FS2 parents/carers to an informal 'drop in' evening in Autumn Term One and a pupil progress meeting in the Summer term.
- Inviting parents/carers into FS1 and FS2 to share things the children have been learning, for example Stay & Play sessions, Singing/Signing sessions, nativity performances.
- Ensuring all parents/carers receive a written report on their child's attainment and progress at the end of FS1 and FS2.
- Advising parents when their child has been chosen as a 'focused child' and involving parents in a discussion about their child's interests. Personalised targets are sent home to parents in both FS1 and FS2 following their focused week. This helps to involve parents/carers and keep them informed about their child's learning.
- Sharing learning that happens at home and at school. Weekly ECat letters are sent home to FS1 and FS2 parents. All children have a personalised 'Learning Journey' record book that is kept in the setting. It contains examples of learning experiences, for example photographs, pieces of work, proud wall callouts. This is a working document and we actively encourage parents/carers to view and contribute to their child's learning journey throughout the year.
- Ensuring all parents/carers receive weekly newsletters and updates through our 'Teachers to Parents' text service.
- Encouraging parents/carers to share their thoughts and ideas through school and 'Parent View' questionnaires.

Supporting Learning

All staff in the EYFS develop good relationships with all children, interacting positively with them and taking time to listen to them. Throughout FS1 and FS2 the teachers act as a 'Key Person' to a group of children. The role of the Key Worker is to monitor the collection of evidence (for example photographs, work), collate assessments (incidental stickers and focused observations), set targets and update profiles. All key workers liaise with other teachers within their unit to ensure all staff members have an excellent knowledge of all children in the setting.

Enabling Environments

Observation, Assessment and Planning

At Tibshelf Infant and Nursery school we recognise that the environment plays a key role in supporting and extending children's development. The planning within the EYFS is loosely based around termly topics. These plans are used as a guide for weekly planning; however, a great deal of our planning is 'in the moment' and will reflect the interests and needs of the children at that time. We make on-going assessments of children's learning and we use this information to ensure future planning reflects identified individual needs.

Through observation we assess the children's interests, stages of development and learning needs; before planning challenging activities and experiences to extend the children's learning. Observations are recorded in a variety of ways including planned focused observations, incidental stickers, activity tracking, and directed tasks by all members of the team. These observations are used to inform and update the children's individual profiles. This data is stored electronically using the EAZMAG program. This data is monitored and analysed on a regular basis.

Personalised targets for each child are set following their focussed week (2-3 times a year) and shared with parents. Within the final term of FS1 and FS2 we provide a written summary to parents and carers, reporting their child's progress against the profile points and Early Learning Goals (ELG's). Parents/carers are given the opportunity to discuss their child's report with the teacher and they are encouraged to complete a feedback sheet.

The Learning Environment

The Foundation Units are organised to allow the children to explore and learn securely and safely. We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. There are areas where the children can be active, be quiet and enjoy individual play. The children are encouraged to access areas and resources independently. Children access free-flow provision for large parts of each day, enabling them to choose their preferred learning environment. Both Foundation Units have enclosed outdoor areas as we recognise the impact that outdoor learning has upon children's development. Play based learning is paramount and children direct their own learning from carefully planned opportunities. All seven areas of learning are planned for in both the indoor and outdoor activities that we offer, ensuring a comprehensive and stimulating learning environment. All children have the opportunity to play in our garden area and engage in a range of outdoor learning activities such as natural craft and bonfire cooking.

The Wider Context

Working in partnership with other settings, other professionals and with individuals and groups in the community helps us to support children's development and progress; enabling each child to meet their full potential. This involves liaising with health visitors, outreach workers, health and social care professionals. We welcome members of the local community into the setting to share their expertise and experiences. This includes monthly visits to Holmlea Care Home to spend time with the older members of our local community, making use of the sensory room at 5 Senses, and inviting these service users into our school.

Learning and Development

Play and Exploration

Through indoor and outdoor play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practice skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems in an environment, and this enables them to take risks and use trial and error to work things out. We plan and resource challenging environments where children's play can be scaffolded and extended through the expertise of our staff.

Active Learning

Using both real life and role play situations challenges children's thinking and promotes active learning. We have home corners set up throughout the year in both Foundations Stages One and Two and incorporate a range of other role play opportunities, led by the children's interests. Termly cookery projects and other real life scenario activities (such as bonfire cooking) allow us to teach vital life skills in a relevant and stimulating manner. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions, in turn providing them with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Our enabling environment encourages children to make connections between things they have learned and experiences at home and within the wider community. Connections are enhanced by adults in the setting showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Being creative involves the whole curriculum. Children are provided with opportunities to problem solve and apply their wider learning in a range of contexts. Activities and experiences aim to be open ended thus giving the children the chance to explore their own ideas with multiple learning opportunities, valuing the process as much as the final product.

Areas of Learning and Development

The EYFS is made up of seven areas of learning and development; Prime and Specific.

The three Prime areas are the fundamental early stages of development. They link together, underpin and support learning throughout the Foundation Stage, and support development in the other areas of learning.

The Three Prime Areas are:

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

The four Specific areas teach and develop essential skills and knowledge so that children are prepared and fully equipped to participate successfully in the world around them.

The Four Specific Areas are:

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

All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are ELG's that define the expectations for most children to reach by the end of the EYFS.

Religious Education is also taught in FS2 in accordance with the Derbyshire agreed syllabus.

British Values are deemed an important aspect of the EYFS and is embedded within our planning across the whole Foundation Stage.

Throughout School we have adopted a PSHE Scheme called Jigsaw. This scheme connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development. We work on weekly themes as a whole school initiative and children's contributions and involvement is celebrated in our weekly 'Star Assembly'.

Children in FS2 and across Key Stage One are involved in a weekly Eco Assembly. During this time, the children are encouraged to consider how they can support and protect the local and wider environment, through green practices and conservation of resources.

Children in FS2 and across Key Stage 1 are involved with three whole school themed days over the academic year. These include a Whole School Sports Activity Day plus maths, Computing, English, Science Days (depending on the focus for development on the School Improvement Plan)

Monitoring and Review

There is a named governor responsible for the Early Years Foundation Stage at Tibshelf Infant and Nursery School. Our current Early Years Governor is Danielle Pell.

The Headteacher and Foundation Stage Leaders carry out monitoring of the EYFS through observation and discussion, formally and informally, as part of the whole school monitoring schedule.

Leadership and Management

The EYFS leadership and management team aim to:

- Actively promote the aims, policies and procedures of the school
- Work with all members of the SLT to lead and manage an effective Early Years Foundation Stage at Tibshelf Infant and Nursery School
- Devise an Action Plan for the EYFS organisation and curriculum as part of the School Improvement Plan. Monitor its effectiveness and evaluate its impact with the SLT and Governors
- Maximise opportunities for at least good progress in all areas of the EYFS curriculum
- Respond to Assessments and other data including EYFS profile tracking.
- Be a mentor for less experienced teachers and support staff.
- Ensure that all Early Years Staff receive access to continuous professional development opportunities

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