HINGUAR PRIMARY SCHOOL AND NURSERY

EARLY YEARS FOUNDATION STAGE

Responsible members of Staff

Mrs F. Willis (Acting Headteacher)
Our EYFS Manager and Nursery Manager is Mrs. D. Whitehead
Our Governor with responsibility for Early Years is
Mrs. L. Payne

This Policy was approved by the Governors June 2019
and will be reviewed on an Annual basis

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.
Introduction

This document outlines the philosophy, aims and principles of early years teaching and learning in the Foundation Stage. The document underpins practice in all areas of provision. This policy aims to take into account diversity and provide equality of opportunity.

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (Statutory Framework for the Early Years Foundation Stage Department for Children, Schools and Families, 2007)

“Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.” (Development Matters in the Early Years Foundation Stage, Department for Education 2012)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, some children join us in our nursery class in the term following their 3rd birthday. All 3 and 4 year old children are entitled to 15 hours of free child care and at our nursery can access either part time or full day care provision. Children become eligible for the funding the term after their third birthday according to the cut off dates below:

<table>
<thead>
<tr>
<th>Date of birth of child</th>
<th>Term in which child is eligible to be considered for entry to the nursery</th>
<th>Application deadline</th>
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<tbody>
<tr>
<td>1st April and 31st August</td>
<td>1st September (Autumn Term)</td>
<td>Friday prior to May half term break</td>
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<tr>
<td>1st September and 31st December</td>
<td>1st January (Spring Term)</td>
<td>Friday prior to October half term break</td>
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<tr>
<td>1st January and 31st March</td>
<td>1st April (Summer Term)</td>
<td>Friday prior to February half term break</td>
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All children attending the nursery will be entitled to a tailored induction program to support them in gaining familiarity and confidence and to support their transition. This will include opportunities to initially tour the setting and meet the team, ‘stay and play’ for a session, receive a home visit and be introduced to a key person to support transition followed by an individually tailored induction program.

In accordance with the Local Authority application process, children will join our reception class in the school year in which they are 5 years old. All children attending reception are supported in gaining familiarity and confidence in taking part in the life of the school. Opportunities to support their transition will include an initial tour of the setting to meet the team, a ‘stay and play’ session, a home visit, an allocation of a key person to support transition and an induction period increasing their attendance to full-time. This transition period is monitored for each individual child and is adjusted where needed to meet the needs of individual children.

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments. The Four Themes of the Early Years Foundation Stage underpin this guidance.

The four themes of the Early Years Foundation Stage are:

<table>
<thead>
<tr>
<th>A Unique Child</th>
<th>Positive Relationships</th>
<th>Enabling Environments</th>
<th>Learning and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</td>
<td>Children learn to be strong and independent through positive relationships.</td>
<td>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.</td>
<td>Children develop and learn in different ways and at different rates.</td>
</tr>
</tbody>
</table>
A Unique Child

At Hinguar Primary School and Nursery our Early Years Practitioners uphold the following commitments to:

• understand and observe each child’s development and learning, assess progress and plan for their next steps
• support children to develop a positive sense of their own identity and culture
• identify any need for additional support
• keep children safe
• value and respect all children and families equally

At Hinguar Primary School and Nursery 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, at varying rates. We acknowledge that children’s attitudes and dispositions to learning are influenced by feedback from others and actively use positive praise and celebration of children’s individual achievements to encourage children to develop a positive attitude to learning. Show and Tell, celebration assemblies, school house systems and classroom reward systems and displays provide regular opportunities for children’s individual achievements to be celebrated.

Equal Opportunities

At Hinguar Primary School and Nursery we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. (For further information see Equal Opportunities Policy).
Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio. Individual Support Plans identify targets in specific areas of learning for those children who require additional support, in line with the school’s Special Educational Needs Policy. Early Years teachers discuss these targets with the child and his/her parents/guardians. Progress is monitored and reviewed every term. The school’s SEN co-ordinator and Early Years Manager are responsible for providing additional information and advice to practitioners and parents and for arranging external intervention and support where necessary. (For further information see Special Educational Needs Policy).

In our school we strongly believe that ‘Every Child Matters’ and we provide our children with every opportunity to achieve their best. All children begin school with a variety of experiences and learning and it is the privilege of the practitioners working in the Early Years Foundation Stage to take on the task of building upon that prior learning and experience. This is achieved through a holistic approach to learning, ensuring that parents/guardians, Nursery Nurses, EYFS and Year 1 support staff and the EYFS and Year 1 teachers work effectively together to support children’s learning and development.

We meet the needs of all our children 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 to learn effectively;
- providing a safe and supportive learning environment in which the contributions of all children are valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for all children, differentiated to meet the needs of their ability and understanding as well their language and communication skills;
- monitoring children’s progress and taking action to provide support as necessary;
- encouraging children to develop into independent learners.

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. Children should be allowed 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. (See Whole School and Nursery Safeguarding Children Policy)
Welfare
Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

At Hinguar Primary School and Nursery we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2014. We 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 or who have unsupervised access to them are suitable to do so.
- 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 safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Hinguar Primary School and Nursery our practitioners uphold the following commitments in recognising the importance of and maintaining positive relationships and strive to be:

- warm and loving and foster a sense of belonging
- sensitive and responsive to the child’s needs, feelings and interests
- supportive of the child’s own efforts and independence
- consistent in setting clear boundaries
- stimulating
- build on key person relationships in early years settings

At Hinguar Primary School and Nursery we recognise that children learn to be strong and independent from a base of loving and secure relationships. We aim to develop caring, respectful, professional relationships with all children and their families. We recognise and value the key role we have in providing children with a secure and caring relationship during their time at school. As part of this aim, we operate a key person system within the school to provide each child with a specific named adult who will take a particular interest in their progress and development and who will work with individual or groups of children within daily key person sessions. They are also responsible for supporting their named children throughout any transitions and ensuring their well-being through daily interaction.
Parents as Partners

We recognise that parents 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 the children. We aim to encourage collaboration through our working relationship with parents and support this by:

- inviting reception parents to attend a welcome meeting in the Summer Term before their child starts school to meet the teacher and EYFS staff, discuss expectations and provide a welcome booklet to further inform parents of the life of the school and to suggest ideas on how to prepare their child for school to ease the transition process;
- inviting all prospective nursery children and parents to tour the nursery and get to meet the team and other children;
- the EYFS class teacher and a member of the EYFS team offering to visit all children in their home setting prior to their starting school to provide opportunities for one to one communication and to support the development of a secure and caring relationship with both the child and their parents. All children and parents new to the nursery will be offered this opportunity and all children new to the school in reception. Additional home visits will be provided in reception for those children who would benefit from this transition support opportunity;
- providing the opportunity to spend time with their teacher before starting school during induction afternoons and parent and child stay and play sessions;
- recognising the impact on the whole family when a child starts school and including siblings in this exciting transition by providing a family event such as a ‘teddy bears picnic’ or a ‘craft afternoon’ to which they are warmly welcomed;
- recognising that the child’s transition to school can be an anxious time especially for parents new to the school and so providing ‘Coffee and Chat’ for parents to attend whilst their child is enjoying their induction afternoon to share any anxieties and build relationships with fellow parents;
- offering an ‘open door’ policy where parents can feel confident in approaching EYFS staff to discuss any information or concerns they may have about their child;
- offering parents regular opportunities to talk about their child’s progress in and allowing free access to the children’s ‘Learning Journey’ folders and encouraging their involvement in evidence collection through ‘Wow moment at home’ and PC PLOD (Practitioners/ Parents Celebrating Possible Lines of Development);
- offering regular themed open afternoons and events that encourage collaboration between child, school and parents and provide opportunities for parents to work with their child.
- encouraging regular effective communication through face-to-face contact, notice boards, letters and the ‘home/school partnership book’;
- providing parent open evenings twice a year in reception to discuss the child’s progress and collaboratively develop targets to support the child’s progression and termly open afternoons in the Nursery;
• providing an end of year report informing on the child’s attainment, achievement and characteristics of effective learning and outlining their next steps in learning;
• encouraging parents to be involved in their child’s learning by providing collaborative homework tasks relevant to the child’s current learning in school;
• providing workshops to share information on how to support their child’s learning at home;
• valuing parents ideas in improving practice by providing opportunities to feedback through parent questionnaires and by encouraging parents to contribute ideas to school policies that impact on the EYFS;

All staff involved with the EYFS aim to develop good relationships with all children by interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a ‘Key Person’ to all children in EYFS, supported by the Nursery Nurses and EYFS teaching assistants who each have key children for whom they place a special interest.
The nursery, reception and Year 1 classes have close links and provide regular transition events, at least one a term with additional sessions in the Summer Term before the children start in reception. Staff meet regularly as a team to moderate assessments and also to discuss the children’s needs and interests and plan effectively for their transition.
We have good links with all local pre-schools and meet regularly through local EYFS Network Meetings. Within the Summer Term before children attend, any children attending the reception class who have not attended our nursery will be visited by the reception teacher within their pre-school setting who will also meet with staff to discuss the child’s needs and interests. To support the transition process and encourage excitement of starting school, Hinguar School uniforms have been supplied to each feeder pre-school for their ‘school’ dressing-up areas. Where children continue to attend preschool provision, while only attending school part time, we aim to ensure continuity and coherence by sharing information about the children’s achievements.

Enabling Environments

At Hinguar Primary School and Nursery we acknowledge that Enabling Environments should value all people and all learning and our practitioners strive to offer;
• stimulating resources, relevant to all the children’s cultures and communities
• rich learning opportunities through play and playful teaching
• support for children to take risks and explore

At Hinguar Primary School and Nursery we recognise that the environment plays a key role in supporting and extending the children’s development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children’s learning.
Staffing and Organisation
We work within an early years unit consisting of a nursery and a reception class. There is one nursery class with a maximum intake of 26 children per AM or PM session. We maintain an adult/pupil ratio of 1:10 including 1 qualified teacher and two nursery nurses or Level 2 or 3 qualified Early Years practitioners. There is one reception class with a maximum intake of 30 children in the class. We maintain an adult/pupil ratio of 1:10 within the reception year including 1 qualified teacher and two nursery nurses or Level 2 or 3 qualified Early Years practitioners. All staffing ratios are maintained to allow continual free-flow access of learning areas. We work closely with KS1 classes as part of a team. We hold regular team meetings to which all staff are invited to attend to provide opportunities to conduct in-house training and to discuss key issues. For those who are unable to attend, the class teacher’s liaise with their team. All staff are consistently involved in planning, preparation moderation and assessment. We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in local authority courses, in-service and local cluster group training. Practitioners also conduct and attend additional in-house training and disseminate new initiatives, ideas and teaching methods to colleagues.

Observation, Assessment and Planning
There are three stages of planning the curriculum:

**Long Term Planning**
The Planning within the EYFS follows the schools’ commitment to the ‘Creative Learning Journey’, developing a skills-based approach to learning which gives structure and coherence to the curriculum. Topics are planned for each of the three terms in recognition of the Development Matters guidance to determine a broad and balanced coverage alongside experience and learning guarantees to which our school is committed.

**Medium Term Planning**
We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and provide opportunities for ICT. Learning objectives, assessment opportunities and activities and experiences for each area of learning and development are identified.

**Short Term Planning**
We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly, day-to-day and in the moment basis. It allows for flexibility in response to individual children’s needs and interests and for revision and modification, informed by on-going observational assessment. Within the EYFS we plan to respond to children’s individual and collective interests and encourage the children to take responsibility for their learning by developing planning from the children’s ideas. Creative strategies such as ‘Mantle of the Expert’ are regularly used to encourage the children’s autonomy of their learning and are frequently seen to have a positive effect on learning outcomes. We follow the statutory guidance of the Early Years Foundation Stage 2014 and the guidance as outlined in Development Matters 2012.
The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active and also areas to be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The nursery and the reception class have their own enclosed outdoor area. This has a positive effect on the children’s development and provides opportunities for children to explore the natural outdoor environment and complete tasks in different ways and on different scales than when indoors. It offers the children to opportunities to explore, use their senses and be physically active and exuberant. The EYFS unit at Hinguar also has the benefit of a break out area offering a space for children within the reception classroom and nursery to interact, opportunities for team teaching and a purpose built area for creative play. The children are encouraged to have free access to all areas of the EYFS and to make their own decisions on where their learning takes place. Each class team consists of at least 3 members of staff present at all times to allow continual access of all 3 learning areas throughout the day. Staff monitor the ratio of children within each area and adjust levels of adult supervision appropriately. Activities are planned to make use of all 3 learning spaces and are provided to meet all 7 areas of learning and development through a combination of adult led activities and child initiated continuous provision.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stage 1 and Key Stage 2. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS through Development Matters;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
• the identification of the progress and future learning needs of children through observations, which are shared with parents;
• the good relationships between our school and the settings that our children experience prior to joining our school;
• our dedication to ‘Every Child Matters’ and rigorous monitoring of pupil development helps us to track the learning and development of individuals and plan appropriately challenged learning experiences for all.

Learning and Development

At Hinguar Primary School and Nursery we acknowledge that children learn and develop in different ways. Our Early Years practitioners aim to meet individual children’s needs by;

• Ensuring challenging, playful opportunities across the prime and specific areas of learning and development
• Fostering the characteristics of effective learning;
• Playing and exploring
• Active learning
• Creating and thinking critically

At Hinguar Primary School and Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. However, in line with the guidance from The Early Years Foundation Stage 2014, we have a strong commitment to supporting the 3 prime areas of learning, Personal Social and Emotional Development, Communication and Language and Physical Development as fundamental to the Early Years Foundation stage.

At Hinguar Primary School and Nursery we recognise that the characteristics of effective learning and the prime and specific areas of learning and development are all interconnected. Within the Early Years Foundation Stage the Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.
• playing and exploring
• active learning
• creating and thinking critically

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
The Characteristics of Effective Learning are;

**Playing and exploring – engagement**
Finding out and exploring
Playing with what they know
Being willing to ‘have a go’

**Active learning – motivation**
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

**Creating and thinking critically – thinking**
Having their own ideas
Making links
Choosing ways to do things

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**Play**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.” (Early Years Foundation Stage, Department for Children, Schools and Families, 2007)

At Hinguar Primary School and Nursery we recognise play as the most effective way for our children within the EYFS to learn. Fun, exciting and challenging activities are carefully planned to engage children in learning through play using topics, themes and ideas that are of interest to the children. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

**Active Learning**

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”

(Early Years Foundation Stage, Department for Children, Schools and Families, 2007)

At Hinguar Primary School and Nursery we value the need for children to be actively involved in their learning and provide a variety of creative teaching methods to encourage opportunities for active learning to take place. Active learning occurs when children are motivated and interested and have some independence and control over their learning. As children develop their
confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning and helps them to develop critical thinking and problem solving skills.

**Creativity and Critical Thinking**

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

(Early Years Foundation Stage, Department for Children, Schools and Families, 2007)

At Hinguar Primary School and Nursery we value our role as a facilitator in children’s learning and provide opportunities for children to be creative through all areas of learning, not just through the arts to support their critical and innovative thinking. Within the EYFS we support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. We provide continual opportunities and encourage children to access resources freely and move them around the classroom to extend their learning as needed.

**The Early Years Foundation stage areas of Learning**

**The Prime Areas**

The Prime areas are fundamental, work together, and move through to support development in all other areas.

The Prime areas are;

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

The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

**The Specific Areas**

The Specific areas include essential skills and knowledge for children to participate successfully in society.

The specific areas are:
• Literacy
• Mathematics
• Understanding the World
• Expressive Arts and Design

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. Children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures.

Skills for each area of learning are taught through play or playful teaching and are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG’s) that define the expectations for most children to reach by the end of the EYFS. To support each child’s progress when planning, the EYFS practitioner makes use of the ‘Development Matters’ skills that contribute to children’s achievement of the Early Learning Goals.

Assessment in the EYFS

Assessment in the EYFS takes the form of observation, and this involves the teacher, other adults, parents and the children themselves as appropriate. These observations are recorded in children’s individual ‘Learning Journey’ booklets.

At Hinguar Primary School and Nursery, we use individual pupil trackers to record judgements against Development Matters and the EYFS Profile. Observations also record judgements of the children’s characteristics of effective learning to inform planning and next steps in each child’s learning. At the end of nursery a report is written to inform parents and the reception teacher of each child’s development in age bands across the prime and specific areas of learning and how they are developing as a learner through the characteristics of effective learning.

At the end of the EYFS each child’s level of development is recorded against the assessment scales derived from the Early Learning Goal's (ELG’s) and a judgement is made on whether the child is making emerging, expected or exceeding progress in relation to each ELG. A report is written to inform parents and the Year 1 teacher of this progress and how they are developing as a learner through the characteristics of effective learning. If a child is felt to be emerging towards the ELG’s then the age band they are currently within in accordance to the Development Matters will also be included on the report as well as their planned next steps. A child is said to have made a good level of progress if they have made ‘expected’ progress against the ELG’s within the three prime areas of Personal, Social and Emotional Development, Language and Communication and Physical Development as well as ‘expected’ progress against the ELG’s in Literacy and Mathematics.
Pupil progress is regularly monitored through the use of the child's pupil tracker and learning journey and through practitioner discussion to identify areas of strength and areas for development both within individual children and in collective groups. Additional challenge or support is then put in place to meet the inclusive needs of such children. The reception teacher and Early Years manager also undertake in-house and local cluster group moderation as well as local authority individual moderation.

**Beyond EYFS**

At Hinguar Primary School and Nursery we recognise the importance of continuity of provision and the need for children to progress to Year 1 with confidence. To support the children's transition as they move up the school, regularly opportunities are created for year group teachers to communicate information and share data and for class teachers to work with the children who will be joining their class. To support the children's familiarity within other areas of the school and with adults outside of the EYFS team, regular opportunities are planned for the children within EYFS and Key Stage 1 to unite during topic themed activities, fun events and collaborative learning opportunities, which are increased during the Summer Term to support transition.

**Monitoring and review**

It is the responsibility of the EYFS teacher and the EYFS team to follow the principles stated in this policy. There is a named Governor responsible for the EYFS who will discuss EYFS practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and Early Years Manager will carry out monitoring on the EYFS as part of the whole school monitoring schedule.