



**The
Boleyn
Trust**



Monega
PRIMARY SCHOOL

EYFS Policy

Policy Creation and Review	
Author(s)	Boleyn Trust Governing Body
Last Review Date	September 20th 2023
Ratified by Governing Body	-
Next Review Date	September 20th 2024

Monega Primary School EYFS Policy

This policy was written after discussion within the Early Years Foundation Stage department and outlines the purposes, nature and management of Early Years Education at Monega Primary School

Within this document, the term Early Years Foundation Stage is used to describe children who are in Nursery and Reception classes.

Overall statement

"Play is indeed the child's work, and the means whereby she grows and develops. Through play the child adds to his knowledge of the world. The healthy, happy child constantly exploring everything around him - first of all with his mouth and later with active touch. He pulls things to pieces and pokes about to see what is inside. He turns the tap, pulls the books out from the shelves and throws his doll on the fire to see whether it will burn.

No experimental scientist has a greater thirst for new facts. By the time children go to school, some of the most important things that ever happen to them are already in the past."

Susan Isaacs, The Nursery Years (April 1929)

"Practitioners need to plan learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them make progress. Well planned play is a key way in which children learn with enjoyment and challenge during the foundation stage."

Curriculum Guidance for the Foundation Stage, QCA/DfEE 2000

Policy Section 1: Our aims and principles

Our whole school aims are

- iii) To provide an excellent educational experience for all pupils
- iv) To give our pupils a foundation for future development which continues into adulthood
- v) To enable pupils to develop as confident, independent learners
- vi) To promote a safe and happy environment through co-operation and with respect for one another
- vii) To celebrate and value similarities and differences within the school and the wider community
- viii) To develop within our pupils a sense of self-respect and self-discipline
- ix) To ensure school readiness so that children are ready for the transition into

Aims for the children in the Early Years Foundation Stage.

We have agreed to adopt the principles from the Foundation Stage Guidance from QCA:

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements
- Effective education requires practitioners who understand that children develop rapidly during the early years - physically, intellectually, emotionally and socially
- Practitioners should ensure that all children feel included, secure and valued
- Early years' experience should build on what children already know and can do
- No child should be excluded or disadvantaged
- Parents and practitioners should work together in an atmosphere of mutual respect
- To be effective, an early years curriculum should be carefully structured (recognising different starting points; relevant to levels of need; indoors and outdoors)
- There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves. Practitioners must be able to observe and respond appropriately to children informed by a knowledge of how children develop and learn
- Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process
- For children to have rich and stimulating experiences, the learning environment should be well planned and well organised
- Above all, effective learning and development for young children requires high quality care and education by practitioners

Policy Section 2: How our work is organised and planned

Organisation

i) Admission, induction and entry arrangements, including the age of admission and transfer

Arrangements for admission to Monega Primary School are:

Parents are encouraged to apply for a place for their child by their second birthday.

Initially places are offered to children as soon as they are three years old.

Application forms for admission are available from the school office.

The school has adopted the Admissions Policy of the London Borough of Newham.

ii) Session times

All children must be accompanied to and from school by an adult.

Children are only released at the end of the day to a relative/carer or known adult.

For Nursery the morning session begins at 8.30am and ends at 11.30am and the afternoon session begins at 12.30pm and ends at 3.30pm.

For Reception the day begins at 8.50am. Lunch time is 12.00pm to 1:00pm. The day ends at 3.15pm

We provide a healthy snack for nursery children during the session.

Reception children are offered fruit during the day.

We provide a lunchtime meal for children in Reception. All school lunches are currently free for every child.

Children may bring a packed lunch. Advice on contents is available from staff or the school.

iii) Location

Nursery is located in the purpose built accommodation within the Nursery Block.

Reception is located on the lower floor of the main school building, EYFS is joined by an outdoor learning area.

iv) Organisation of classes:

Children aged from three to four attend the Nursery. After a child's fourth birthday they will transfer to the Reception class. There is only one intake September in the year they turn 5

All groups are supervised at all times by a trained member of staff.

Small groups working with students or parent helpers are always supervised by members of staff.

Outdoor play:

The outdoor play space is securely fenced and provides an ideal, safe, play space where children can develop their physical skills and learn to share with others in structured and informal play.

Outdoor activities are planned with, and are given as much thought and importance as the indoor activities- in accordance with the EYFS. All children are encouraged to participate in outdoor and physical activity.

Outdoor play is a very important part of children's development. Children will go outside to participate in all weathers and parents will need to ensure that they are suitably dressed. If a child is not well enough to go outside they should not be in school.

Reception children all take part in weekly P.E and Music sessions that are led by specialists.

Whole school activities:

The Nursery and Reception classes join together for celebration assembly when it is appropriate.

The Reception classes begin to participate in assemblies in the Spring term.

Children have access to the lower school library, PE equipment and computers and cooking facilities.

v) Information for Parents and Carers, and Opportunities for them to join our activities.

The following information is provided for parents:

Before admission:

Information for Parents is provided by the admission team for parents who are interested in applying for a place at our school.

Each parent has a meeting with the Early Years co-ordinator before their child is admitted.

We also ask parents if they would like two members of staff to visit their house before the child starts nursery. All pupils starting Reception from other nursery settings are also visited at home as part of the induction process. This is to establish home/school links and to familiarise the child and parent with their key person.

There is a session of parent time each day in the nursery from 8.30-9am and 12.30-1.00pm. This enables parents to settle their child and to leave them happily engrossed in their learning.

In Reception there are two morning sessions of parent time each week.

Information on emergency contacts and medical conditions is collected for each child and regularly updated.

After admission:

Parents are encouraged to share their skills and interests with the children. Parents are encouraged to join the Parents Group. Curriculum information sessions are planned each term, where parents can learn about activities. Curriculum documents are displayed in the foyer for parents to read.

Policy Section 3: The Early Years Foundation Stage Curriculum

What will the children be learning and when? How is the curriculum organised?

What is the progression of teaching and learning?

The term curriculum is used to describe everything children do, see, hear or feel in their setting, both planned and unplanned.

The Early Years Foundation Stage Curriculum

The EYFS curriculum can hardly be distinguished from that of the home, both parents and teachers provide the same kind of learning experiences for a child but the teacher formulates her objectives and has theories about her methods.

From the DFE Foundation Guidance

The curriculum for the early years forms the first stage of our whole school curriculum. It covers:

- children in the Foundation Stage
- children aged from birth to 5
- children in the Reception classes
- children in the Nursery and Reception classes

The new **EYFS framework** makes a number of improvements:

- Reducing bureaucracy for professionals, simplifying the statutory assessment of children's development at age five.
- Simplifying the learning and development requirements by reducing the number of early learning goals from 69 to 17.
- Stronger emphasis on the three prime areas which are most essential for children's healthy development. These three areas are: communication and language; physical; and personal, social and emotional development.
- For parents, a new progress check at age two on their child's development. This links with the Healthy Child review carried out by health visitors, so that children get any additional support they need before they start school.

- Strengthening partnerships between professionals and parents, ensuring that the new framework uses clear language.

The seven areas of learning and experience and the Early Learning Goals now provide a national framework for individual schools and other pre-five settings in planning, teaching and assessing the early year's curriculum. They also provide an essential link between the pre-statutory curriculum and the Key Stage 1 programme of study. We have adopted these areas of learning and experience and the national stepping stones as the basis for our planning, as they provide a framework which enables us to achieve our aims for under five provision.

We have amplified the curriculum outlined in the DfE documentation to extend the range of experiences provided and emphasise the first hand nature of the curriculum. Our curriculum framework covers seven areas of learning and experience -

- **Literacy**- *talking, listening and encouraging children to become readers and writers.*
- **Communication and Language**-
- *- talking, listening and encouraging children to become readers and writers.*
- **Mathematics**- *mathematical understanding and the foundations of numeracy, with a focus on practical mathematics.*
- **Understanding the world**- *finding out about the world around them, other people and features of the natural and manmade world. These become a foundation for history, geography, technology, and science.*
- **Physical development** - *physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. Establishing positive attitudes towards a healthy and active way of life.*
- **Personal, social and emotional development** - *learning how to work and play, co-operate and function in a group, develop personal and moral values, understand themselves and others.*
- **Expressive Arts and Design** - *The development of imagination and the ability to communicate and to express ideas and feelings in creative ways.*

Our curriculum is planned through a series of themes and topics, each of which offer experiences in all seven areas. This complements our whole school creative curriculum approach.

Our planning covers themes (over about half a term) and core aspects (such as book experience, outside play activities, free exploration of natural materials and opportunities for writing).

Children are likewise assessed through the characteristics of learning

- Active Learning
- Playing and Exploring
- Critical Thinking

Children are assessed to see how the children learn best and what kind of learner the children are. Through a variety of activities challenges, the children will be assessed against the Characteristics of Learning.

Teachers, nursery nurses and classroom assistants plan together to provide a linked series of activities over each term, week and day.

We plan a mixture of directed and free choice activity and children's choices are carefully recorded to ensure a balanced programme.

We use our observations to plan activities that are child initiated and child led. We understand the importance of planning from the children's own interests and use our observations to enable us to do so.

The youngest children have free choice of activities during most of the session. This free programme is gradually directed by staff as children get older and more mature, so that as they approach transfer to Key Stage 1, they are prepared for the transition.

Children entering YR 1 continue their learning journey within the EYFS framework until they are ready to work within the Key Stage 1 framework.

Policy Section 4: Resources

Who is involved and what is available for them to work with? The resources - staffing, outside agencies, materials and equipment.

i) Staffing

The EYFS classes are staffed by qualified staff, three qualified teachers, five qualified nursery nurses, and one teacher assistants.

Teachers always consult with other staff before completing individual records and reports to parents.

Policy Section 5: Staff development, performance management, appraisal and support

How do we improve our teaching skills and knowledge of how children learn?

i) Appraisal and performance management:

The arrangements for performance management, appraisal or professional development include a structured discussion for each member of staff, where achievements are recognised and needs for training are identified.

Policy Section 6: Parental Involvement

How do we involve parents? How are parents involved in the EYFS curriculum, how do they have access to the activities and to reports on their children's progress?

Parents are partners in children's learning. We value their opinions and the information they can give us, and we involve them whenever we can.

Information for Parents is included in section 2.

The following opportunities for contacts with parents are:

- Parenting classes and other training
- Support for bi-lingual families and those who do not speak English
- Support and advice for parents of children with special needs
- Parent help in school activities
- Parental involvement in homework activities such as shared reading
- Parent time in the nursery every day and in Reception twice a week.
- Initial home visit.
- Child profiles are available to parents at all times.
- Parents are invited to contribute to their child's profile in the comments section.
- Parents are encouraged to attend workshops for the following-literacy, numeracy and the Jolly Phonics Scheme.
- Parents are encouraged to comment about their child's progress and interests through termly questionnaires and parent evening meetings.

Policy Section 8: Links with the community and other agencies

How do we involve other agencies and the local community? Support services, inter-agency links, community features.

The Local Community

We use the opportunities offered by the local community in the following ways:

- visiting local parks, libraries, shops and other attractions
- people in the locality who come to talk to the children (theatre groups, police, Fire, nurses, local charities etc.)

Professional and Local Services

We have strong links with the following services:

- the school psychological service
- school health and health visiting
- speech therapy
- education welfare
- social services
- paediatric and other hospital outreach
- community centres and local support workers, including faith groups
- local groups for family support
- bilingual, and other EAL teams

Policy Section 9: Assessment and record keeping

How do we know how well the children are doing?

Baselines, assessment, recording, reports, records of achievement, moderation, portfolios, target setting etc. Liaison with previous and future educational settings within the school and the community.

Assessment procedures

We use the EYFS framework and national baseline procedures.

Our assessment procedures are:

All evidence is collected through regular observations.

- i) Evidence is collected on a daily basis using Tapestry. Also samples of work are placed into the child's profile and Learning Journeys are recorded
- ii) After 15 sessions in the nursery an On Entry Assessment takes place.

The final assessment is carried out in the final $\frac{1}{2}$ term

Policy Section 10: Monitoring and evaluation, including inspection

How do we know how well the curriculum is working? How do we monitor and review the policy in action?

The general principles for monitoring and evaluation are contained in the whole school policy for monitoring and evaluation. These principles were agreed by all staff.

- observation and other ways of monitoring
- curriculum evaluation - we evaluate each topic at the end of a half term period.
- staff discussions - staff meeting agendas regularly contain evaluations of our effectiveness.
- inspection (including significant findings of previous inspections)
- use of The Boleyn Federation - we regularly consider the involvement of The Boleyn Federation consultants, and use their perspectives to extend our internal monitoring)