

Cecil Road Primary & Nursery School
Together we achieve more



Early Years Foundation Stage Policy

Ratified by Governors	16/01/2023
Reviewed	16/01/2023
Next review	16/01/2026

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception year. Cecil Road Primary & Nursery School's Early Years Foundation Stage accommodates children from the age of 3 to 5.

At our School we have a 90 place Nursery, which offers 45 places in the morning session 8.30am-11.30am, 45 places in the afternoon session 12.30pm-3.30pm and within these numbers' places for 30-hour provision 8.30am-2.30pm. In addition to the 30 hours, we have arrangements in place to provide care for the children doing 30 hours to stay until 3.30pm - for which a fee for the extra 60mins is payable to the school.

We have 2 reception classes with 27 children in each class. To ensure best practice we have two adults, one teacher and one teaching assistant attached to each class. In addition to this we have support staff who also work within the classes and provide extra support and intervention where needed.

Aims

At Cecil Road Primary & Nursery School we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners

“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 Sept 2020

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

Curriculum

The Nursery and Reception follow the curriculum as outlined in the EYFS document.

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

Development Matters:

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

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies

- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
 - Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

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
- Mathematics
- Understanding the World
- Expressive Arts and Design

All seven areas of learning and development are important and interconnected.

At Cecil Road Primary & Nursery School children are provided with a range of rich, meaningful first-hand experiences, in which children can explore, think creatively and are active.

We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS.

Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child-initiated learning.

The Learning Environment

Both the learning environment in the Nursery and Reception Classes are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc.

Both the Nursery and Reception areas have their own outdoor classroom area. The free flow between the inside and the outside has a positive effect on the children's development and self-esteem. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors.

The children can explore, use their senses and be physically active and exuberant. Every day there is clear literacy and number focus, where the children learn new skills through adult directed and child led activities.

Phonics is taught daily, following the “Read Write Inc” approach. Opportunities to read, write and use mathematical knowledge are evident throughout the day, through adult focused activities and within the environment where children can independently apply what they have been taught.

Parental Engagement

Parental engagement is key to forming a successful home-school partnership. Parent/carers can be involved in a variety of ways.

- Within the Nursery setting Parents/carers are encouraged to leave their child for settling in sessions (depending on the individual needs of the child).
- Parents/carers support will be positively encouraged and welcomed. This would include interacting and working with the children whilst they engage in activities within school or at home.
- We will offer workshops and parent events throughout the academic year which will support the children’s learning and provide opportunities for parental involvement.
- We will ask parents to keep us updated with any wonderful achievements your child makes at home using class emails and wow moment slips. This may include sharing photos, videos or messages about learning, significant life or mile stone events.
- School and parent contact will be face to face when at school, via various interactive platforms and parent voice.

Inclusion

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented.

Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the School’s SEN Policy’ for greater detail). The needs of children with English as an additional language will be met through planning and support, as well as planned intervention time.

Assessment, Recording and Reporting

- Assessments are made in line with the EYFS and base line Reception framework.
- Daily practice includes observations of children’s development and progress
- Discussions are held with all adults in EYFS about individual children’s development and next steps
- Significant observations of children’s’ achievements are recorded in their learning journeys 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
 - At the end of Reception children are assessed against the Early Learning Goals for each area of learning. Pupils are assessed as to whether they are meeting the expected levels of development, or not yet reaching the expected levels.
- The profile is moderated internally and in partnership with schools within the Northfleet Trust, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

- Within the first 6 weeks of the Reception Year, staff will administer the RBA (Reception Baseline Assessment).

Transitions

At Cecil Road Primary & Nursery School we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible.

All children have “Stay and Play”, and informal parent coffee mornings prior to their child starting with us in Nursery. This gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child.

All children starting Reception have “Stay and Play” with their new class teacher and teaching assistant - parents are invited to attend, and are familiarised with the school and school day. Parents can ask questions and share information about their child. Those children coming from different settings to our Reception are visited, where possible, by the Early Years Lead and their progress and development shared by their Nursery key worker.

We have a staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in. All children starting in Nursery and Reception are given a presentation on starting School/Nursery, and parents questions are invited.

In the summer term all our Reception children visit their new Year 1 teachers prior to them starting Year 1. Reception teachers pass on their knowledge of each child’s development, progress and achievement towards the early learning goals to ensure that all teachers have a well -rounded picture of the children prior to starting the new school year.

Health and Safety and Safeguarding

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. We follow the safeguarding and welfare requirements detailed in the ‘Keeping Children Safe in Education’ statutory guidance, and adhere to the schools safeguarding policy. We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the provider. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

We promote good oral health, as well as good health in general, in the early years by

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring Arrangements

This policy will be reviewed and approved by the Early Years Lead –EYFS Lead and Headteacher every three years.

At every review, the policy will be shared with the governing board.