

# Beaconsfield Primary School

*'Shining a Light on Learning'*



**B** - **Belief**  
**P** - **Perseverance**  
**S** - **Success**

**Early Years Foundation Stage (EYFS) Policy**

January 2017

Review date:

January 2020

## 1. General Information

### Number of Places

#### Nursery (15 hour entitlement)

- 25 part-time (am)
- 25 part-time (pm)

Currently the school is delivering the 15 hour entitlement through a 5 x 3 hr session offer.

#### Reception: 60 full time

### Opening/Closing Times

Nursery            8:30 - 11:30 morning session  
                         12.30 - 3.30 afternoon session

Reception        8.50 - 12.00 morning session  
                         12:50- 3.20 afternoon session  
Playtime: 10.30 - 10.45 am

### Staff

Both the Nursery and Reception class have a full time teacher and nursery nurse. From time to time we have other adults such as Apprentices and Volunteers.

## 2. Organisation

### Admission and Induction Procedures

Parents have an induction talk from the Head Teacher and visits to the classroom are arranged for new parents and children. Admissions to nursery are managed by the school. Reception admissions are co-ordinated by the LA.

#### Nursery

There is a staggered intake in the Autumn term starting with the children returning from the previous year. The parents are encouraged to stay with their child until settled. The three year old children are admitted individually the week following their third birthday.

## **Reception**

Children transferring from the Nursery to the Reception class visit their new teacher and class during the summer term. There is a staggered intake during the Autumn term over a 2 week period.

## **Organisation of the learning Areas**

Each day in Nursery and Reception, all 6 areas of the EYFS curriculum are covered both indoors and outdoors. These activities are regularly available.

- Creative area: painting, collage & model making, music, dance, role play, small world
- Maths Area
- Language area: book corner, writing area
- Knowledge and Understanding of the World Area: exploratory and digging area, water, sand, large and small construction, ICT
- Physical Area: small and large equipment, malleable materials

## **Procedures for refreshments**

### **Nursery:**

Children have free milk and a piece of fruit and water to drink is always available. Children are asked for a contribution towards cooking of £5 a half term.

### **Reception**

Every day all children have a free piece of fruit. Parents have the opportunity to have free milk until they are 5 and then to buy milk for their children.

## **Procedures for bringing the children to the setting and collection**

### **Nursery**

The children wait with their carer by the nursery door until the start of the session. The children are then brought in and the carers help hang their coats on the pegs. The children are then collected at the end of the session by a responsible older person (at least 16 years) who is known to the staff.

## **Reception**

The children line up in the playground first thing in the morning and are taken into class. The parents come and collect the children from the classroom door at the end of the day.

## **Details of how the setting communicates with parents and carers**

- In Nursery the teacher meets each parent as their children start to find out about their language level, interests etc.
- Nursery have two parent workshops Autumn - about playing and talking with your child Spring - about phonics in Nursery.
- A parents' evening in Autumn Term for Reception.
- School newsletters
- Notice boards (outside each classroom)
- Class topic letters with ways to help their child
- Parents are welcome to talk to their child's teacher at the end of the day if they have any problems or worries
- Target sheets
- Workshops: eg Phonic workshop in September for Reception parents.
- Introductory meeting in July before the children start their new classes.

## **First Aid**

### **Nursery**

When a child hurts themselves they are treated by the class First Aider. The incident is recorded on an accident sheet. This is signed by the parent who keeps a copy and the original is put in the Accident Log file in the head's office.

### **Reception**

If children hurt themselves during lesson time the Nursery Nurse treats the child in class. The incident is recorded on an accident sheet which is put in the Accident Log file in the heads office.

If it happens during playtimes the child is sent by the person on duty to the medical room. It is then recorded on an accident sheet.

Copies of forms are sent home. We expect parents to return the reply slip.

All support staff in EYFS classes have obtained first aid qualifications. At least one member of staff in Reception and Nursery has the paediatric first aid qualification.

## **Fire Drill**

### **Nursery**

When the fire bell rings the children are told to stop what they are doing and walk to the back door. One adult will then lead them out to make a line at the far side of the Nursery playground. The second adult checks the Nursery for any children and collects the register and then joins the others outside. The register is then taken.

### **Reception**

When the fire bell rings the children line up at the fire door (back door) and are led out through the Nursery gate, along Beaconsfield Road, through the side gate to the playground where they line up in their designated position. The register is brought from the office and the register is taken.

## **3. Aims, Ethos, Principles**

### **Mission Statement**

Our aim is to maximise children's learning throughout the Foundation Stage through well planned play, both indoors and outdoors with effective adult support.

### **Objectives**

Our objectives are to help children learn -

- Through talk, investigation, observation and interaction with adults and peers.
- Through the encouragement of independent learning
- Through the organisation of resources in a stimulating way to encourage independence, self-help and a sense of ownership
- From each other
- Through movement and using all their senses
- Through having time to explore their ideas and interests
- Through feeling secure enough to become confident learners
- Through creative and imaginative play activities that promote the development and use of language
  
- Through play to:
  - make sense of the world
  - practice and build up ideas, concepts and skills

- learn how to control impulses and see the need for rules
- be alone, alongside others or co-operate as they talk or rehearse their feelings
- take risks and make mistakes
- think creatively and imaginatively
- communicate with others as they investigate or solve problems
- express fears or relive anxious experiences in a controlled and safe situation

### **Principles of good early years practice**

- Holistic approach to child development
- Recognition and accommodation of special needs
- To provide equal opportunities to learn through equal access to a broad based curriculum
- To ensure each child fulfils their potential through effective use of monitoring
- Valuing each child's individual experiences, skills and interests
- Promotion of an accepting and supportive learning environment to ensure children feel included, secure and valued
- Development of an affiliative approach and positive relationships with parents to facilitate our objectives
- Deployment of purposeful play based activities and appropriate intervention by adults in order to engage children in the learning process

### **Parental Partnership**

Parents play an important and valued role in the education of their child, so we welcome parents to become involved in the Nursery and Reception class. We encourage parents to help by:

- attending parents evenings in Autumn and Spring Terms
- reading the notice boards
- reading school newsletters
- reading class topic letters with ways for parents to help their child
- reading target sheets
- attending workshops: eg Reception Phonic workshop in September
- attending an introductory meeting in Summer Term before the children start their new classes.
- sharing the reading books and games sent home from school
- talking to their child's teacher at the end of the day if they have any problems or worries
- supporting and encouraging their child to feel good about what they try and what they accomplish

## **A play based curriculum**

Purposeful play should feature strongly in the Foundation Stage as we believe that play is the natural way in which children learn. Pleasurable planned play helps children think, increase their understanding and develop knowledge. Play enables children to be responsible for their learning at their level so that they can explore and make sense of their world.

## **Security and safety procedures**

- Children are only sent home with adults known to staff and aged 16 or over.
- If the fire bell rings the fire drill is always followed.
- Children are never left inside or outside on their own.
- The outdoor areas are checked daily for hazards.
- Outdoor play structures undergo an annual inspection

## **Nursery**

The Nursery front door is locked at all times except at the start and end of sessions. This door can not be opened by the children. The kitchen door and garden gate are always shut so the nursery children are kept safe.

## **Reception**

- The children are collected from the playground and sent home from the classroom.
- During the day the only entrance to the school is the main door which is locked and controlled by the office.
- The garden gate is kept locked and the classroom door kept closed.

## **Confidentiality**

All information in the course of employment will be kept confidential. Details of children and families remain confidential and will only be shared with authorised staff.

## 4. Curriculum

### **Planning procedures, long, medium and short term**

Planning is based on the Early Years Foundation Stage Framework document, Practice Guidance for the Early Years Foundation Stage.

The planning covers all six areas of the Foundation Stage.

These areas overlap and various learning experiences provided may cover several at once.

### **Long Term Planning**

Our long term planning ensures that all the objectives and Early Learning Goals are covered and provide progression through the Foundation Stage. It also includes the different  $\frac{1}{2}$  termly topics that will be completed.

### **Medium and Short Term Planning**

Our planning is organised into the six areas of learning. The weekly planning builds on what the children already know and includes differentiation. The planning is informed by observation of the children and evaluations and assessments made regularly.

### **Continuity and Progression**

Our Curriculum Mapping for Nursery and Reception is carefully structured to ensure continuity and progression throughout the Foundation Stage. In Nursery there is a carefully planned two year cycle of topics to give children a variety of experiences if they are in Nursery longer than a year. In Reception there is a carefully planned sequence of topics to continue from Nursery and develop similar ideas. All of the topics build on and extend the experiences and skills learnt in Nursery.

All six areas of the foundation stage are covered **indoors and outdoors** through a broad and balanced curriculum. There is a balance of **adult and child initiated activities**. This caters for the whole child allowing them to enter the activity at their appropriate level.



## Personal and Social Development

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and also to take part in the life of the class, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All the children are given the opportunity, as appropriate, to take responsibility for themselves and also for the class.

Examples of activities used to achieve this include:

|                    |                   |                                |                   |
|--------------------|-------------------|--------------------------------|-------------------|
| home corner        | small world       | circle time                    | stories           |
| sand               | water             | painting                       | drawing           |
| collage            | displays          | cooking                        | construction toys |
| music and singing  | bikes             | ball games                     | cars              |
| large construction | turn taking games | cultural beliefs and festivals |                   |

## Communication, Language and Literacy

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and to use drawn and written symbols for themselves and, when ready, begin to read and write words and sentences. A well stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and be aware of their uses.

Nursery and Reception introduce a structured Phonics programme using 'Letters and Sounds'.

Examples of activities used to encourage Communication, Language and Literacy include:

|   |               |                   |             |
|---|---------------|-------------------|-------------|
| book corner   | taped stories | stories           | poems       |
| mark making using a variety of media both small and large |               |                   | drawing     |
| writing (child initiated and adult focus)                 |               | role play         | small-world |
| music   | songs         | circle time       |             |
| water   | sand          | construction toys |             |

## Mathematical Development

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities that form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding and subtraction.

Examples of activities used to achieve this include:

|              |                                   |                  |                        |
|--------------|-----------------------------------|------------------|------------------------|
| sorting      | puzzles                           | lotto games      | sand                   |
| water        | cooking                           | songs and rhymes | stories                |
| construction | role play                         | maths equipment  | ICT                    |
| hopscotch    | numbered bikes and parking spaces |                  | small skills equipment |

## Knowledge and Understanding of the World

A safe and stimulating environment allows children to explore and experiment with a range of natural materials. They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the class and in the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems.

Examples of activities used to achieve this include:

|                    |           |                   |
|--------------------|-----------|-------------------|
| books              | water     | sand              |
| cooking            | gardening | music             |
| science resources  | CD Player | construction toys |
| junk box modelling | computer  | programmable toys |
| camera             | role play |                   |
| dressing up        |           |                   |

## Physical Development

A range of equipment and opportunities, both indoors and outdoors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. Adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing. At the same time children are supported in the development of the fine motor skills required to use tools, including pens and pencils and to handle small objects with increasing control and precision.

Examples of activities used to achieve this include:

|                 |            |                        |                |
|-----------------|------------|------------------------|----------------|
| sand            | water      | painting               | construction   |
| threading       | cutting    | malleable materials    |                |
| puzzles         | ring games | climbing               | bikes and cars |
| gardening tools | movement   | small skills equipment |                |

Reception also have regular dance, apparatus and outdoor games sessions

## Creative Development

Children are encouraged to use a wider range of resources in order to express their own ideas and feelings and to construct their individual response to experiences in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of a group.

Activities used to achieve this:

|                       |           |                    |                     |
|-----------------------|-----------|--------------------|---------------------|
| painting              | drawing   | collage            | weaving             |
| junk box modelling    | ICT       | sand               | water               |
| small world           | role play | stories            | songs               |
| music and instruments |           | writing activities | malleable materials |
| construction toys     |           |                    |                     |

## Observation, assessment and record keeping

- The children are assessed when entering nursery and on leaving Nursery, using in-school tracking systems.  
In Reception this is continued midyear and at the end of Reception year to complete the tracking of individual progress through the Foundation stage.
- The children are regularly observed and assessed to help fill in the profiles and to inform future planning. Post it notes, IPad, observations and class record sheets are used to record any observations and are placed into the learning journals. Class tracking sheets for each area of learning are used to enable children to have equal opportunities to all activities, to record progress and to help identify which children need extra help or extension in certain areas.
- Targets are set termly and are shared with the parents.

Reception: CLL and PSRN

Nursery: PSE, CLL & PSRN

## 5. Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use a wide range of materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning.

## 6. Inclusion

### **SEN Code of Practice**

We aim to work with parents to identify learning needs and areas of difficulty as quickly as possible to avoid later difficulties. We develop effective strategies to meet these needs making use of individual education plans where necessary. We aim to help all children participate to their full potential whatever their difficulties. (Refer to Inclusion Policy)

## **Access to the curriculum for all children - Children with EAL**

We value the linguistic diversity within our school and activities that involve speaking and listening in both English and their home language are given high priority in our planning. We provide opportunities for children to use and develop their home language in their play and learning. We plan learning opportunities to help children develop their English and provide support to help them take part in all activities. (Refer to EAL Policy)

## **Equal Opportunities policy**

We plan a learning environment that ensures each and every child feels included. We try to use materials and equipment that reflect the communities' children come from and that are free from stereotyped images. We promote confidence and a positive attitude towards learning in all children whatever their gender, ethnicity, language, disability or ability and try to ensure all achieve their full potential. We respect the unique individuality of each child.

## **Race Equality Policy & Reporting Racist Incidents Policy**

See main school policies.

## **Monitoring systems**

See main school documents.

# **7. Role of Adults**

## **The role of all adults**

Should include:

- The recognition of the role of all significant adults, teachers, classroom assistants, nursery nurses and parents as partners.
- The encouragement of well planned quality play by adults who observe, interact and extend the children's activities in a way that positively affects the attitudes of learning that the children develop.
- The provision of an appropriate mix of adult directed and child initiated activities.
- Promoting children's learning through planned experiences that are challenging but achievable.
- Modelling a range of positive behaviours.
- Using language that is rich and grammatically correct to develop children's language.

- Direct teaching of skills and knowledge
- Planning the indoor and outdoor environment to provide a positive context for learning and teaching
- Skilful and well planned observations of children.

### **Team meetings and planning**

Staff meets regularly in Reception and Nursery groups to plan, discuss the following weeks' activities, moderate observations and assessments and talk about any other issues. They also moderate assessments as a Foundation Stage group once or twice a term.