



# Early Years Foundation Stage Policy

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| Policy Owner       | C O'Sullivan |
| Date Approved      |              |
| Governor Signature |              |
| Governor Name      |              |
| Governor Role      |              |

| <u>Admin use only</u> |  |
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| Location              |  |
| Website               |  |
| Learning Platform     |  |
| Policies File         |  |
| Staff room            |  |
| Headteacher's File    |  |
| Policies Log updated  |  |





### Definition

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At Loxdale, children join Nursery when they are three, places permitting. Children move to Reception in the school year that they are five years of age.

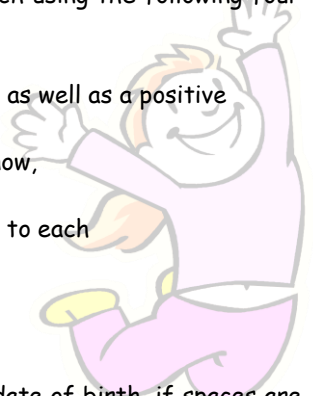
### Aims

- To provide a structured, secure, caring and well-resourced learning environment; both inside and out which meets all the individual developmental needs of children as 'young learners'.
- To enable children to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
- To develop independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender or background.

### Principles

Foundation Stage children need a relevant curriculum in order for them to develop. All Foundation Stage staff must understand how and why children learn and be able to provide an environment which supports and extends their learning. At Loxdale Primary School we aim to achieve this through a principled approach using the following four themes:

- *a unique child* - all children are special and should be valued
- *positive relationships* - with parents and carers, children and all Loxdale staff as well as a positive attitude towards diversity and difference
- *learning and development* - it is important to build on what children already know, through their interests and individual learning styles
- *enabling environments* - the environment should be stimulating and challenging to each child's development and learning



### Admissions

Children are admitted into our Nursery the term after their 3<sup>rd</sup> birthday, in order of date of birth, if spaces are available. All Nursery children will be visited at home by members of the Nursery staff to ensure that we know about each child's likes and dislikes before they join us.

The school has an admission limit of 20 children per Nursery class.

Children who are 5 years old between September 1st and August 31<sup>st</sup> of the following year will be admitted to full-time school in September. Attendance in our School Nursery does **NOT** guarantee a place in Reception and parents must apply directly, themselves, to the Local Authority in which they reside.

During the Summer Term, prior to transfer to Reception, meetings are held for parents of the new intake to discuss school policy and organisation. Opportunity is given for parents to meet the Reception teacher and discuss their child. We invite the children to visit the Reception class during the Summer Term before starting full-time school. If children transfer from our Nursery, then staff should liaise to ensure the transfer is as smooth as possible. If a child is new to Nursery, then a home visit will be undertaken. If a child does not attend our Nursery and joins our Reception, then a settling in session will take place before September.

In all classes, except in Nursery and in other exceptional circumstances, school has an admission limit of 30 children per year group. The LA decides whether children should be admitted and make schools go over their admission limit.

### Staffing

In the Early Years Foundation Stage, there are three classes, One Nursery and Two Reception classes. Throughout the Early Years Foundation Stage, children are encouraged to develop the skills necessary for them to work independently and co-operatively with others in mixed ability groups.





In the Early Years Foundation Stage, the children are taught by qualified teachers and qualified support staff. All support staff in the EYFS are First Aid trained and at least one teacher is too. During the course of the year, college and university students may have placements within the EYFS.

### Organisation

### SCHOOL TIMES

**Morning Nursery**  
**Afternoon Nursery**

8:45am - 11:45am  
12:30pm - 3:30pm

**Reception**

Morning 8.55am - 12.15pm  
Afternoon 1.15pm - 3.25pm



### Registration Time

Children will self-register when they arrive in the classroom. It is the responsibility of the class Teacher to ensure that the SIMs register is completed accordingly.

Main School gates (for Reception children) and Nursery gates open at 8.45am ready for our session to begin. Reception sessions do not start formally until 8:55am however they are encouraged to arrive from 8.45am to enable them to engage in curriculum-based activities, also known as 'Early work'. Nursery gates are then opened again at 12:30pm ready for our afternoon session to begin.

### Morning Break

Foundation Stage children have a break decided by the class teacher.

### Refreshments

All children in Foundation Stage receive a free piece of fruit every day. All children under the age of 5 are entitled to free school milk.

### Lunchtimes

Children can choose to either bring their own healthy packed lunch from home or have a school meal. Under the Government's initiative introduced in September 2014, all children in Reception and Key Stage 1 are entitled to a free school lunch.

### Routines for the day

In both Nursery and Reception, routines are an important part of providing children with a safe, secure environment and a good climate for children to learn in. The routines will change during the year, depending on the needs of the children.

### Nursery

In Nursery, the routines are built in from the beginning of Autumn Term and are established by October half Term.

The children will follow a daily timetable which will include:

- Welcome time on the carpet
- Whole class teaching
- Child Initiated time including outside open access
- Adult focussed task
- Snack time

During the first half of Autumn Term the timetable is flexible, with 80% of the children's time in school being Child Initiated and 20% being Adult Led. This means that the children will complete one adult focused task each week.





The children will still complete one adult focussed task a week but will also work with an adult who will extend their learning during their Child Initiated time. The children will also have 1:1 time with an adult each week as they change their reading book.

During the Spring Term, the timetable becomes more rigid, with RWI activities being introduced.

During the Summer Term, the timetable remains rigid and much the same as the Spring Term but with children completing adult focussed tasks in small groups, in preparation for Reception. The children, who are ready, may also complete short focussed RWI activities with an adult to practise their sounds/phonics and reading words.

Speech and Language groups will be provided for children, after they have been screened by school staff, as required.

### Reception

In Reception, the expectation is that the first half of Autumn Term is run similarly to Nursery, with children having a higher ratio of Child Initiated time than adult led time. The children will be taught in class for RWI, with children learning and revising Set 1 sounds and completing Word Time activities.

The children will follow a daily timetable which includes:

- Whole class teaching - Big Book and Maths
- Child Initiated time
- Adult focussed task
- Snack time
- Outside play.
- RWI Session

At the end of Autumn 1, children are tested and sorted into RWI groups. Each day, the children will be taught RWI in their groups by their RWI teacher. More structure will be built into the morning session with children also completing a daily session of Maths. The time spent in 'teaching sessions' increases as the children move through Reception, in preparation for KS1.

By Summer Term, children in Reception will complete longer 'carpet times' during Maths and Big Book sessions. They will also begin to write in Maths books and access 'activities' during Big Book sessions linked to the story. These changes are made in preparation for KS1.

### End of the school day

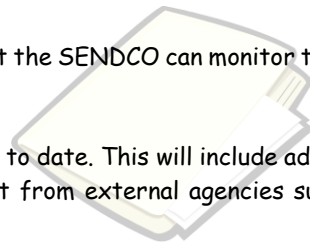
Children in Reception should be collected from their classroom door accessed via the Main School gates. Nursery children should be collected from the Nursery, via their own gate. Children will be 'handed over' to their parents by their class teacher.

### Special Educational Needs

Each member of staff is responsible for ensuring that individual records for children on the SEND register in their class are kept up to date on a half-termly basis.

Inclusion Files are collected in at the end of each Term so that the SENDCO can monitor target setting and reviews. All targets are reviewed formally each half-term.

All staff are also expected to keep their Intervention File up to date. This will include additional provisions such as weekly Early Years Speech and Language groups and support from external agencies such as SALT, EYSNS and MASH.





## **The Curriculum and its Organisation**

All areas of learning and development are important and inter-connected. Three, prime areas, are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Prime Areas:

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

Specific Areas:

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

## **Continuous Provision**

Both Nursery and Reception have a weekly Continuous Provision plan. This plan details activities that children will be able to complete during Child Initiated time. Teaching staff plan what the activities will be, based on the needs of the children (See Appendices)

Time is identified within the weekly timetable to discuss, with the children, their ideas for the next topic. This is then used to lead the direction of planning. This fostering of the children's interests develops a high level of motivation for the children's learning.

Observations are kept in each child's Profile which is kept as a Learning Journey throughout the whole of the Foundation Stage. This file is organised into calendar months. It is expected that there is 1 piece of evidence per week for each child.

## **Child Initiated and Adult Focused Activities**

Adult focused activities are planned for by the class teacher based on the child's individual/group objectives, taking into account the child's needs and interests which are linked to their profile objectives. The children complete an activity with the support of an adult. An example of this might be an adult-led tea party in the role play corner which teaches the children how to set rules and take turns. This would then enable them to self-select and achieve independently thereafter.

Child-initiated learning is play which is led or chosen by the children. This type of play stems from the children's interests. Teachers and teaching assistants plan activities that support the seven areas of learning, however, the children are encouraged to make free choices to use and adapt the activities to meet their own interests and imaginations. Child initiated learning promotes learning through the different types of play. Play is a vital part of learning and development. It is the main way in which children learn and therefore play affects all aspects of a child development.

During child-initiated activities, many children will help to set the rules and boundaries of the play. An example of this might be, choosing a story sack and acting out their own story as part of a group, making up the words by looking at the illustrations.

The role of early year's practitioners is to support the children to learn at their own pace and in ways that make sense to them. Teachers must also ensure that there is a balance of adult-led and child-initiated learning through indoor and outdoor play.





### **Group work**

The children in Nursery begin by working 1:1 with an adult during an adult focused session and may practise their counting, recognise their shapes or explore mixing colours. As the year progresses, the children start to work in small groups to complete adult focused activities and these are set by the teacher. RWI phonics will be introduced in Spring Term 2.

However, in Reception, children are grouped quickly as they begin more formal lessons such as Maths and RWI in the Autumn Term. The children are grouped according to their ability in order to support/challenge the children as appropriate. The groups for Nursery and Reception are not 'set in stone' and are reviewed each Term, following assessment week, to ensure that the children remain supported and challenged at the appropriate level for their development.

### **Assessment**

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. The teacher assesses children's learning against the learning objectives for each session and adult focused task in Nursery and each lesson in Reception.

Assessment in the Foundation Stage takes the form of both formal and informal observations. Foundation Stage staff use both short and long observations to support their planning. Staff are skilled in observing children to identify their achievements, interests and next steps for learning.

At the end of their Reception year in school, the children's progress and attainment is recorded formally and submitted to the Local Authority. Each child's level of development is recorded against the seventeen Early Learning Goals.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. All attainment data is passed to the Year 1 teacher for continuity. This is in addition to a professional discussion between Reception and Year 1 staff.

### **The Enabling Environment**

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, be creative etc.

In order to support the seven areas of learning and development, the children are offered a wealth of experiences. The environments are designed to facilitate learning and each area is interchangeable however, we endeavour to give the children access to:

- A role play area
- Reading and Writing area
- Maths area
- Creative area
- Construction
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Activities and resources are replenished and changed regularly to encourage the children to mark make, use malleable and tactile materials, be creative and imaginative, develop their speaking and listening skills and develop their mathematical abilities.

The outdoor area is of equal importance in delivering a full curriculum and we aim for the children to experience all areas of the curriculum here, as an extension of the classroom and NOT as a separate area.

### **The Outdoor Learning Environment**

Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. The outdoor environment gives children contact with the natural world and offers them unique experiences, such as





direct contact with the weather and seasons. 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. EYFS have their own outdoor areas which are considered to be an extension of the classroom and are therefore incorporated into daily routines and lesson planning.

### **Mobile Devices**

Staff use of such personal electronic devices that use such technology during the working day should:

- be outside of their contracted hours
- be discreet and appropriate eg: not in the presence of pupils
- not be used in toilets
- ensure that Bluetooth or airdrop are hidden or disabled

Any personal electronic devices using this technology should be switched off/ set to silent and left in a safe place during lesson times. Wearable technology can be worn by staff but must be switched to airplane mode. The school cannot take responsibility for items that are lost, damaged or stolen. Staff are strongly advised to ensure they use protective passwords or pin numbers to avoid unauthorised calls or actions from their mobile device.

Parents, visitors or volunteers in the school building should only use their mobile device within the confines of the School Office or Staff Rooms or other areas as designated by a member of the Senior Leadership Team, dependent upon circumstance. Please see our Online Safeguarding Policy for more information.

### **Home-School Partnership**

At Loxdale Primary School, we aim to develop caring, respectful, professional relationships with the children and their families.

- Prior to children joining Nursery at Loxdale, Nursery staff will make home visits and invite parents to a meeting in school.
- Nursery and Reception parents are invited to 'Stay and Play' sessions termly, so parents will get chance to come into their child's classroom and take part in planned learning activities.
- In Nursery the children have a weekly 'Lending Library'. The children choose a book to take home and read with their family members. A book containing blank pages accompanies their library book. The children are encouraged to draw a picture about the book and parents are encouraged to write whether the children liked the book and whether they were able to talk about it.
- Reception children also have a weekly 'Lending Library' until October half Term when children move in to RWI groups. The children will then bring home a reading book.
- Reception children will also have homework every Thursday, in-line with the whole school Homework Policy.
- The children's topics change regularly during the school year. The Friday before the new topic starts the children will bring home a topic booklet which will outline the activities that children will be completing.
- There are opportunities for parents to come in and look at children's files each term.
- Formal Parent's Evening take place in the Autumn and Spring Term
- Parents are invited into school for workshops e.g. Maths, Reading etc.
- Reports are sent home to parents about their child's progress and achievements at the end of the Summer Term.





**Monitoring and review**

This policy is monitored by the Governing Board and will be reviewed every two years, or earlier if necessary.

Signed:

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Chair of Governors

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Foundation Stage Governor

Date:

Date:

Review Date: January 2025

