

# Sandown Primary School and Nursery

## EYFS Policy



Policy Contact Person	Mr Charlie Lindsay
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## **1. Introduction**

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together, provide the foundation children need to make the most of their abilities and talents as they grow up.”* (EYFS reforms early adopter framework 2020)

## **2. Our Aims**

At Sandown Primary School and Nursery our aim is to provide a secure environment where our children can feel safe to explore rich and diverse learning and developmental opportunities. In partnership with our families, we aim to build on previous learning and respond to children’s individual needs. We provide a sound basis for lifelong learning, enabling the children to begin the process of becoming independent, confident, active learners for life. We aim to provide teaching and learning experiences, indoors and outdoors, of the highest quality to help our children progress and be ready for their next stage of learning.

## **3. The Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children can join the Early Years Foundation Stage from two years of age, starting in our Nursery Acorn group. Children who are 3 and 4 have the opportunity, when ready, to enter the Nursery Sapling group in preparation for starting school. Most of our Nursery children opt for a place in our Reception classes for the year of their fifth birthday. Whenever children join our setting, we actively engage parents and children in transition activities to ensure the children settle quickly and feel part of the Sandown Community.

At Sandown we are committed to following the Early Adopter EYFS Framework; supporting our children to learn and develop in the seven inter-connected areas of learning:-

### **Prime areas:**

- 1) Personal, Social and Emotional Development
- 2) Physical development
- 3) Communication and Language

At Sandown, we see the Prime Areas as being fundamental building blocks for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. We also support our children in four specific areas, through which the three prime areas are strengthened and applied.

### **Specific areas:**

- 4) Literacy
- 5) Mathematics
- 6) Understanding the World
- 7) Expressive Arts & Design

In each of these seven areas, there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of Reception.

The EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

### **Characteristics of Effective Learning:**

#### **Playing and exploring**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

#### **Active learning**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

#### **Creating and thinking critically**

- Having their own ideas
- Making links
- Choosing ways to do things

### **4. Teaching Strategies**

Sandown School and Nursery use a mastery approach to teaching and learning. This allows the children to explore concepts, gain skills and embed knowledge using a range of apparatus, pictures and symbolic representations or words to deepen their understanding and fluency.

We ensure there is a balance of adult guided activities, enhanced, and continuous provision across the day for all our children in the setting. This balance is dependent on their age or stage of development with the expectation that all children are ready for predominately adult directed tasks by the end of Reception in preparation for Year 1 and the National Curriculum.

The interaction between the adult and child is essential as the adult's response to children builds understanding and guides new learning. Therefore, the adults actively engage with the children by modelling new learning, instigating play, narrating the thinking process, suggesting ideas, praising positive learning behaviour and asking questions to help them reflect and achieve their goals.

In the EYFS, we follow the whole school behaviour systems. We develop confident, independent learners by acknowledging, celebrating and rewarding positive behaviours for learning. We give out Dojos for their individual achievements, share 'Wow!' moments between home and school and have certificates and special assemblies.

We understand that our youngest children are still developing their social skills and deal with any unwanted behaviour calmly and patiently through clear expectations, distraction techniques, careful grouping of children, the positioning of adults within the environment, modelling skills through story and role play as well as encouraging the children to talk about their own feelings.

## **5. Play**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play.

In the secure environment we provide and with effective adult support, our young children will be able to;

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Develop their language, vocabulary and communication skills
- Be alone, be alongside others or co-operate
- Express their feelings in controlled and safe situations
- Take risks and make mistakes
- Think creatively and imaginatively
- Investigate and solve problems

Where appropriate, the adults promote and support play by;

- Creating a stimulating environment
- Planning purposeful play activities to inspire children's learning
- Encouraging and extending children's spontaneous play
- Adapting the play to take account of the children's ideas
- Narrating children's play
- Asking questions about children's play

## **6. Planning**

In the EYFS, we have a carefully crafted curriculum with termly topics inspired by books to fire the imagination as well as engage, develop and challenge children's learning and development. Each text has been carefully chosen to ensure that children are getting a breadth of experiences across all 7 areas of learning as well as ensuring children's progress.

Staff create plans incorporating the termly topic as well as links to celebrations, seasons and local events. Staff plan in more detail on a weekly and daily basis, using observations and interactions with children to inform how the learning should progress.

All children have access to our mastery approach to teaching and learning whether this be through whole class sessions, focussed adult led group activities, independent adult directed activities, child-initiated activities or individual learning

sessions. Learning is broken down into small, connected steps, presented in different ways, talked about using a rich vocabulary and explored through a range of techniques. In this way, the children have a deeper understanding of key concepts, gain knowledge and apply skills in whatever they are learning.

Building on the topic themed maths experiences the children have had in Nursery, in Reception we use the White Rose materials to support our interactive daily maths lesson.

The Nursery children have fun with phonics through singing, stories, rhymes and games as they follow Phase 1. In Reception, we follow the Read Write Inc scheme to deliver high quality phonics, reading and writing lessons. The children continue developing Phase 1 through Nursery Rhymes, Jolly Phonics songs and games.

Both Nursery and Reception children have access to outdoor learning within our vast fields, meadow, woodland, pond and animal enclosures. This provides children with regular opportunities to learn through their natural environment, helping them to develop their confidence, self-esteem and communication skills through hands-on experience with nature. They are nurtured to take risks and challenge themselves.

## **7. Assessment and Record Keeping**

Assessment is a continuous process throughout the EYFS as the adults interact with the children, engaging in conversations and activities and responding immediately to their learning. This also includes observations of children learning, regular discussions with all staff and parents as well as bookwork and artefacts that the children have made.

We record evidence of learning in a variety of ways. Relevant observations are recorded on 'Evidence Me', the child's class dojo profile or on paper. Photos of learning and paper-based activities are kept in Learning Journeys and when ready, in Maths and Phonics books.

When children start at Sandown Nursery, they will be allocated a key person. The key person will carry out a series of observations over a 6-week period to determine each child's starting point. This will be recorded on their Unique Child sheet as an initial assessment. Following the initial assessment, the key person will have a consultation with the child's parents to discuss and agree the child's next steps. Children with EAL, additional needs and Speech and Language delay will have additional next step to address their specific needs.

Nursery children are assessed across the 7 areas of learning, using Development Matters for guidance. They are also assessed 3 times a year using the Early Language Monitoring Tool. In addition to this, the Nursery children will also be assessed on entry and when they leave the Nursery using the Social and Emotional Wellbeing Scale. When children are between 30-36 months, they will be seen by their Health Visitor to carry out the Integrated Progress Review. Once completed, this will be given to the Nursery to complete their section.

Reception children are assessed using the Baseline Assessment materials within the first six weeks of starting in the Reception class. At three points across the year, teachers assess the children's progress in all 7 areas of learning, indicating whether they are on track to reach the end of year expectations set out in the Early Learning

Goals (ELG). In the final term of the Reception Year, staff complete the Early Years Foundation Stage Profile to show whether the child has met the ELG or whether they are not yet meeting the expected standards. (This is indicated by the term 'emerging'.)

All EYFS staff attend meetings to moderate the children's learning either within our school and/or with other schools and nurseries. Reception teachers completing the end of year profile will also attend statutory moderation meetings in Term 5.

### **8. Visits and Visitors**

Visits and visitors play an important part in the curriculum at Sandown and are given great emphasis, especially in the EYFS. These enhance children's learning and experiences as we have 'experts' to talk to the children. We ask visitors to bring their visit to life as much as they can by bringing in objects, uniforms and resources.

### **9. Partnerships with Parents and Carers**

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

As well as welcoming prospective parents to attend the Nursery and Reception visit days, we do home visits for children starting in Nursery and Reception to meet the child in their home environment and share information. We also offer a "Meet the Teacher" session and a "Teddy Bear's Picnic" in the term before children start Reception.

Staff welcome the children into class each morning and handover the child to the approved adult at the end of the day. This provides an opportunity for a quick exchange of information. We also use Class dojo to send and receive messages, as well as share class and individual achievements.

Each term, we hold at least one parent workshop, activity, performance or party across the EYFS so that the children can share a learning experience with their parents, showcase their learning and parents can become familiar with our teaching methods.

We hold consultations 3 times a year for Nursery parents and carers and at least twice a year for Reception parents and carers. Within these meetings, teachers and practitioners discuss the child's well-being, engagement, involvement and progress against the early years framework. From these discussions, parents, teachers and practitioners will set achievable targets and agree to work on them at home and in Nursery or School.

As a school we are committed to engaging parents and carers and developing parent's confidence and skills as part of our community pride. We offer the opportunity for parents to become "Parent Champions" within our school. We have Parent Champions for Reading, Maths, Gardening and the Ponies. Parents are supported to develop their skills within their chosen area and will work with children or alongside the school.

## **10. 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.”* (EYFS reforms early adopter framework 2020).

At Sandown 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, 2017.

We understand that we are required to:

- Create high quality settings which are welcoming, safe and stimulating
- Promote the Safeguarding and 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 need
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children

## Appendix 1: Early Years Foundation Stage (EYFS) - Policy Requirements

Separate policies for the EYFS are not required if a general school policy already covers what is needed. The following policies required for the EYFS, are covered by the Sandown School Policies listed below:-

Statutory policy or procedure for the EYFS	Nursery ✓	School ✓
Safeguarding policy and procedures	Safeguarding and Child Protection Policy	
Procedure for responding to illness	Health and Safety Policy	
	Illness Within The Setting Policy	
Administering medicines policy	Administration of Medication Policy	Administration of Medicines Policy
Emergency evacuation procedure	Health and Safety Policy and Crisis Management Plan	
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy	
Procedures for a parent failing to collect a child and for missing children	Safeguarding	
	Collection of Children Policy Lost Child Policy	
Procedure for dealing with concerns and complaints	Complaints Policy	