



LONG DITTON

INFANT AND NURSERY SCHOOL

THE HEART OF LONG DITTON SINCE 1911

Early Years Foundation Stage Policy

Last reviewed: Autumn 2018

To be reviewed: Spring 2019

Statement for the Early Years Foundation Stage

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. We work in partnership with governors, parents and our local community and celebrate success in all we do.”

1. Aims

The Early Years Foundation Stage (EYFS) aims to provide an education which understands that children develop rapidly during the early years – physically, intellectually, emotionally and socially. We encourage independence by supporting the children to extend their knowledge, skills, understanding and confidence. Practitioners ensure that all children feel included, secure and valued. Our EYFS provision builds on what children already know and can do. We encourage a positive attitude and disposition to learn and aim to prevent early failure.

2. Attitudes to Learning

We promote a positive attitude towards learning by using the Leuven Well-being and Involvement Scales recognising that the children need to feel safe and secure to develop in their learning. Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to good ‘mental health’. We recognise that well-being is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development. We also use a mindful approach to personal and social education through the Jigsaw PSHCE programme.

Careful consideration is also given to promoting the characteristics of effective learning (playing and exploring, active learning, creating and thinking critically) as we recognise that they underpin future learning and enable children to remain effective and motivated learners.

The EYFS curriculum is split into Prime and Specific Areas of Learning and development. Prime Areas are fundamental, work together, and move through to support development in all other areas. These three areas are:

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

Specific Areas include essential skills and knowledge for children to participate successfully in society. The four areas are:

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

3. Equal Opportunities and Inclusion

Our aim is that every child is given the opportunity, and support in taking advantage of the opportunity, to learn and develop their potential in every area of school life irrespective of ethnicity, culture, gender, ability, social class, religion or appearance.

4. Teaching and Learning

At Long Ditton Infant and Nursery School we build upon the children's interests and plan an exciting and engaging curriculum for them. The adults support the development of skills and provide a wide range of open ended resources. The children are encouraged to independently tackle tasks and activities with the adults scaffolding their learning through talk, discussing strategies and ideas, suggesting possibilities and modelling approaches. Adults may engage with the children on a one to one basis or in small groups to directly teach the children and provide opportunities to practise their learning.

The EYFS Profile outlines the Early Learning Goals (ELGs) which the majority of children should achieve by the end of Reception. The children's learning is assessed against the ELGs throughout the year. The EYFS curriculum provides scope for more able children to extend their learning through thoughtfully planned opportunities.

5. ORGANISATION

5.1 Provision

At Long Ditton provision is organised to promote confident, independent learners who are excited about learning new skills, concepts and ideas. We promote children's thinking and questioning skills and confidence to ask why and how. Our environment promotes all seven areas of learning with resources for the children to access independently, this enables the children to extend their own thinking and make their own decisions. Children are encouraged to take care of their learning environment both indoor and outdoor. We display children's work, photographs of the children and their work showing that we value that learning occurs in a variety of ways.

5.2 Outdoor Learning

The outdoor environment has unique characteristics and features. Outdoor learning has equal value to indoor learning and is shown to have a positive impact on

children's well-being and development. The children receive the support of attentive and engaged adults who are enthusiastic and understand the importance of the outdoors. Outdoor learning is enhanced by an environment that is richly resourced with play materials that can be adapted and used in different ways. The children engage in free flow learning in both Nursery and Reception. The outdoor area activities also reflect all seven areas of learning.

5.2 Computing (including information and technology)

Computing is incorporated into our learning through continuous provision. Children have the opportunity to use a variety of technological resources including interactive whiteboards, iPads, programmable Beebots as well as technology that may be found at home such as telephones and cameras. We recognise that children engage with technology at home and encourage parents to share this information with us.

6. PLANNING AND ORGANISING THE CURRICULUM

We acknowledge the importance of play talk, repetition and first-hand experience in the process of learning and teaching in a stimulating environment both indoors and outdoors.

In the Foundation Stage the adults plan for the children to develop skills and reflect upon the children's interests to incorporate these into their learning. Planning is based on the seven areas of learning helping the children to achieve the Early Learning Goals, and where appropriate to exceed them.

Weekly planning includes planning for adult led and independent activities. We reflect upon the children's interests and add resources to our continuous provision to support the children's initiated learning both inside and outside. The adults support the children's learning by modelling skills and encouraging independence as well as through talk, discussion and observation. Observations allow for the adults to identify individual independent achievements and are recorded against the Development Matters statements therefore identifying the next steps in learning. The weekly planning indicates extra intervention groups and individual one to one support for targeted children.

7. RECORDING, REPORTING AND ASSESSMENT

Assessments in both Nursery and Reception are on-going and are an integral part of everyday practice. Each child is tracked termly against the Development Matters statements and Early Learning Goals. In the EYFS we use Tapestry, an online learning journal, to collect information about each child's achievements. Whole school moderation of work takes place to ensure accurate and consistent levelling.

Our assessment techniques include incidental observations of children undertaking learning, play observations and adult supported activities. Observations are recorded and kept as evidence for the tracking. Other evidence and assessments may be tick lists, annotated photos or children's work. As part of our on-going assessment we use digital cameras to capture evidence, which forms part of the EYFS Profile.

8. PARTNERSHIPS

8.1 The Role of Parents/Guardians

Parents and Guardians are the first educators of their children and provide essential information about their children's development. In acknowledgement of this home visits are made to all children joining the nursery and to children who are new to the school when moving into reception.

We ask parents to support us by engaging with the children in their learning. The school's weekly newsletter contains information about the skills that have been developed during the week with suggested ideas of vocabulary or activities to enhance the learning. We also value parental contributions towards assessment of children and make sure that their observations are recorded alongside our own. Parents are invited to parent consultations each term where their child's progress is discussed.

Parents are invited to share their talents in the school, providing new experiences for children providing they have suitable DBS clearance.

General information to parents is made through letters, the weekly newsletter, the class rep, the web site and white boards outside.

8.2 Community and other agencies

The school has good working relationships with support services such as speech and language therapy service; special educational needs support service and Home School Link Worker in order to support children's individual needs.

9. STAFFING

The Nursery is staffed at a ratio of 1:13 – with a teacher and NVQ Level 3 or equivalent assistant. Reception classes have a teacher and a full-time teaching assistant for the Autumn and Spring terms. In the summer term there is one TA between both classes in the afternoons.

Staff regularly attend EYFS profile moderation workshops, network meetings, courses and inset days in order to keep up-to-date with current thinking on children's learning and in line with the school's development plan.

Role of the Foundation Stage Leader

- to take a lead in policy development
- to take a lead in the production of schemes of work designed to ensure progression and continuity throughout the Foundation Stage
- to support colleagues in the teaching and learning in the Foundation Stage
- to support colleagues in the implementation of schemes of work

- to monitor the Foundation Stage and advise the Head Teacher on action needed
- to take responsibility for the purchase and organisation of Foundation Stage specific resources
- to keep up-to-date with developments in the Foundation Stage and to disseminate information to colleagues as appropriate

10. Timings

The Nursery offers a morning session from 8.45am to 11.45am or an afternoon session from 12.15pm – 3.15pm Monday to Friday. There is also the opportunity to stay for a nursery lunch club session or when available pay for extra sessions.

Reception children are full-time from the beginning of September.

Useful Websites

Department for Education – <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

1, 2, 3 ICT <http://www.123ict.co.uk/useful-websites-eyfs-children/>

Surrey County Council EYFS <https://www.surreycc.gov.uk/schools-and-learning/childcare-professionals/early-years-foundation-stage-eyfs>

Foundation Stage Forum <http://eyfs.info/>