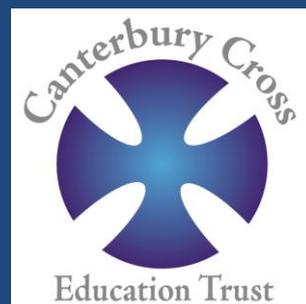


# EARLY YEARS FOUNDATION STAGE POLICY



**Canterbury Cross primary school**  
**EARLY YEARS FOUNDATION STAGE POLICY**

Every child deserves the best possible start in life and support to their full potential.

This is why Canterbury Cross is the place “where bright futures begin.” We believe that it is important for us all to SHARE within the education setting. So your children’s Safety, Happiness, Achievement, Respect and Health and Equality are key features of our early year’s policy which then continue further into KS1 and KS2.

**Organisation**

The EYFS applies to children from birth to the end of reception year. In our school we have a ‘Play and Stay’ and a nursery that we offer 78 part time places to children who are three years old. We have 2 reception classes that have 30 places each.

Children begin full time education in our two reception classes, in the September of the academic year that they reach 5 years of age.

**EARLY YEARS FOUNDATION STAGE**

**Aims**

- To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning.
- To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences.
- To enable each child, through encouragement and high expectations, to develop, to their full potential, socially, physically, intellectually and emotionally.
- To offer a structure for learning that has a range of starting points and unlimited opportunity for development.
- To encourage children to develop independence within a loving, secure and friendly atmosphere.
- To support children in building relationships through the development of social skills such as co-operation and sharing.
- To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

**The Curriculum**

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available to download at [http://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](http://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

This clearly defines what we teach. The following policy details the specifics of our setting.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive they support children's learning in all other areas, they are known as the prime areas.

The prime areas are;

- Communication and Language** – Listening and Attention, Understanding and Speaking
- Physical Development** – Moving and Handling and Self care
- Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- Literacy** – Reading and Writing
- Mathematics** – Numbers and Space, Shape and Measures
- Understanding the World** – People and communities, The world and Technology
- Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

### **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and

Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. 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.

The three characteristics are;

- Playing and Exploring** – children investigate and experience things, and 'have a go'
- Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### **Teaching strategies Nursery:**

We ensure there is a balance of adult led and child initiated activities across the daily sessions. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible.

### **Teaching strategies reception:**

We include direct, carefully planned, adult led experiences for children in the form of structured adult led teaching and adult led group activities. These are particularly important in helping children to learn specific skills and knowledge and it is often through children's play that we see how much of this learning children have understood and taken on.

Each day we follow a timetable with set routines in place.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. Every child is given their own book bag and has a designated day when they will have one-to-one time with an adult and choosing a new book.

### **Behaviour in Early Years**

Children are given a warning to stop the behaviour that is inappropriate. If they persist in the behaviour they are sent to the sad face. This is placed on the door to the stock room. They are to sit facing the sad face with their legs crossed and think about their behaviour. They are to stay there for no more than 5 minutes before returning back to the class activities.

If a child continues the inappropriate behaviour or and very disruptive to the class and teaching they are written in the behaviour book. If the behaviour still happens the child is taken to the other reception class to sit their sad face.

If the children's behaviour is very inappropriate behaviour e.g.

hitting/kicking/spitting/biting or scratching another child, they are to be taken by an adult to a senior member of staff who needs to be informed of the behaviour. Their name and incident is recorded in the behaviour book.

### **SMSC in our Early Years**

At Canterbury Cross Early Years Foundation Stage (Nursery and Reception) we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. (see SMSC policy)

All curriculum areas within the EYFS have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals and showing compassion and respect for pupils and their families.

As children start in our EYFS they will learn that it is a place where they can find acceptance for themselves. Children learn to differentiate between rights and wrong in as far as their actions affect other people. A key part of starting in EYFS is learning about this. They will be encouraged to value themselves and others. Children will understand the need for rules and the need to abide by rules for the

good of everyone. Nursery rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. This is continued as children move into Reception and start to learn all of our special whole school rules. All curriculum areas use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in staff's planning. A record of SMSC objectives covered is also kept on an Excel spreadsheet, which is saved on the school server; it is checked regularly by subject coordinators and phase leaders.

### **Planning:**

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contributions of all children are valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

As one of our aims in school is to keep safe we educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. It is important for us to protect the physical and psychological well-being of all children. (See safeguarding children Policy)

### **Learning through Play**

Learning through play is an important part of our Early Years classrooms. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activity is very important to us.

## **Parents as Partners**

We recognise that parents are children's first & most enduring educators and we value the contributing they make.

We recognise the role that parents have played and their future role in educating the children. We do this through:-

- Developing relationships with the parents during Stay and Play sessions/Playgroup.
- Talking to parents about their child before their child starts in our school.
- The teacher offers to visit all children in their home setting prior to them starting Nursery with a questionnaire.
- Inviting all parents to an induction meeting during the term before their child starts school.
- Parent consultations in each term with the opportunity to look at books such as their 'Learning Journeys' and inform parents of the Foundation curriculum.
- Invitations to inspire workshops
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Sports Days.
- Encouraging parents to talk to the child's teacher whenever concerns arise.
- Through home/school tasks such as reading
- Weekly newsletters/website

All staff involved with EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. Within the nursery children are grouped Sun, Moon, and Stars to give them a key worker. In reception the teacher acts as the key person supported by the Teaching Assistant. All staff work closely together for the benefit of all children.

## **Learning and development**

At Canterbury Cross Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

## **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Canterbury Cross Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities,

children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contributions of all children are valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

### **Observation, Assessment and Planning**

Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

To ensure we have evidence of a child's progress in the EYFS we use a range of strategies all of which come together in their individual learning journey in nursery and work books in reception. We are very proud of our learning journeys and work books as these are collections of children's work, photos and observations which create a detailed picture of the child.

Where appropriate, we include individual next steps for children's learning. These next steps inform planning for the next day and week ahead.

On entry to Nursery we carry out baseline assessments for each child. Throughout the Early Years the Class Teacher submits assessment data every end of half-term to the Head Teacher showing each child's development across the seven areas of learning. At the end of Reception the class teacher assesses each child against the 17 Early Learning Goals (ELG) and comments on whether their development within each ELG is either 'emerging', 'expected' or 'exceeding'. This information is also communicated to parents and carers in the Reception child's end of year report and can be discussed in the final Parents' Evening in Reception.

The Planning within the EYFS follows the schools' Long Term Plan and Medium Term Plans (MTP's) which are based around the half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

### **Enabling Environments**

At Canterbury Cross Primary School we recognise that the environments play a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning to aid in planning activities and experiences to extend the children's learning.

### **The Learning Environment**

The EYFS classroom is organised to allow children to explore and learn securely and safely. (see safe guiding policy) There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

The Early Years' Classrooms and the outdoor areas are the children's learning environments and are therefore designed to maximise learning opportunities and reflect children's needs. Our aim is to provide a positive, stimulating, safe and well-planned environment. Our learning environment looks attractive and welcoming to all and includes:

- A book corner and writing corner/ICT Provision
- A maths corner
- A construction (large/small) and small world area
- A carpet area
- An imaginative role play area
- An art and design area
- An investigative area
- Display areas
- Sand and Water areas
- Areas in which gross motor skills are developed

The EYFS plan for outdoor provision. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all the areas of learning.

### **Health & 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 Early Years Foundation Stage Statutory Guidance (2017)

[http://www.foundationyears.org.uk/files/2017/03/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](http://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. Staff are required to lock away any personal mobile phones. This is in line with Canterbury cross safeguarding policy. Members of staff do, however, use school iPads and cameras to take photographs as evidence to support the regular observation assessment cycle in the EYFS. These photographs are used in children's portfolios, in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website through the paperwork in their initial starter packs.

We are a healthy school and our children receive free fruit and milk from a Government scheme. We also provide a healthy snack at the end of the daily session for nursery and end of the day for reception. The healthy snacks offered include; bread sticks, rice cakes or more exotic fruits such as grapes or pineapple. Our staff model good eating habits by eating alongside the children fruit, healthy snacks and drinking milk with them.

We take all accidents seriously and always log any accidents in our Canterbury cross primary school accident, incident and illness register. This provides a medical slip to give to parents explain what the accident, incident or illness was and how it has been treated. Children are given a bump my head sticker to wear if they bump their heads so all staff immediately know when they see the child and can help monitor them.

We encourage all children to start school without nappies but will support any children struggling with this. We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and ask parents to supply their child with spare clothes that we keep in the nursery. In reception stocks of spare clothes are kept so we can change anyone who needs it.. Children are changed in the open area outside the toilets. (safe guarding policy)

All large climbing equipment is checked by our site officer and fire alarms are held regularly in line with whole school policy. There is an annual external check of equipment.

We follow whole school procedures for child protection (see separate policy). Our Designated Safeguarding Leads on the senior leadership team are Mrs Lees and Mrs James. They have lead responsibility and management oversight and accountability for child protection with the Head Teacher who is responsible for coordinating all child protection activity. (All concerns are discussed with our safeguarding leads.)