



Windlesham School
& Nursery

Early Years Foundation Stage Policy

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1 Introduction

The Early Years Foundation Stage at Windlesham School currently consists of the Nursery class (The Owlets) and a Reception class. Each class has a full-time teacher supported by trained and experienced assistants to ensure the correct adult to child ratios are met.

We welcome and value the children who join us from a variety of prior experiences and from a range of backgrounds and cultures. No child will be excluded or disadvantaged for reasons of ethnicity, gender, disability, culture, diversity, religion or special educational needs.

We are committed to ensuring children have access to a wide range of experiences to reach their potential in learning and development. We value the input of parents and the work of outside agencies in identifying and supporting children with additional needs.

We believe that young children learn best when they are in a caring and nurturing environment, with staff who understand that children develop rapidly during the Early Years – physically, intellectually, emotionally and socially.

2 Aims of our Early Years provision

- To provide an atmosphere and environment where every child is secure, valued and confident regardless of gender, ability, ethnic, cultural or diverse background.
- To encourage a positive attitude to learning and exploration that motivates children to try out ideas, ask questions and extend their understanding.
- To maximise children's learning potential through a range of learning experiences.
- To develop skills of learning through the use of adults as a model for learning, language, vocabulary and behaviour.
- To closely monitor children's development in the prime areas and to extend learning in literacy and numeracy.
- To recognise children's personal successes and achievements.
- To encourage co-operation and mutual respect through clear boundaries and codes of behaviour in individual classes and as a school.
- To support children to develop self-help skills, for example in using the toilet and dressing/undressing.
- To recognise that all aspects of learning and development are important and are interwoven.
- To plan and assess appropriately in order to ensure continuity and progression for all.
- To liaise closely with parents and carers to identify an initial starting point for children's learning, which is then built upon during each child's time in Early Years.

3 The Early Years curriculum

We follow the Early Years Foundation Stage Curriculum (EYFS, 2017). This is the statutory guidance for children from 0-5 years in a range of settings. It comprises 4 themes:

- The Unique Child - every child is a competent learner
- Positive Relationships - children learn to be strong and independent

- Enabling Environments - supporting and extending a child's development
- Learning and Development - 3 Prime and 4 Specific Areas of learning and development

These themes form the basis of learning in the 7 areas. There are 3 Prime Areas which are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive: *Personal, Social and Emotional Development; Communication and Language and Physical Development*.

The remaining areas: *Literacy, Maths, Understanding of the World and Expressive Art and Design* are known as Specific Areas through which the Prime Areas will be reinforced. Each area sets out the knowledge, skills, understanding and attitudes which we strive to ensure children will reach by the end of Reception.

We also support children in using the Characteristics of Effective Learning:

- Playing and Exploring – children are willing to independently have a go, investigate and initiate a variety of activities.
- Active Learning – children are proud of their achievements. They can concentrate on activities and persist with a challenge.
- Creating and Thinking Critically – children develop and discuss their own ideas, drawing on and making links to their previous experiences.

The EYFS Curriculum can be viewed in detail online

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf and a copy is available on request.

4 Admission, settling in and transition procedures

We are aware of how important the process of transition is for children at each stage. We support children when joining The Owlets, when they move from The Owlets and other pre-schools into Reception (both here at Windlesham or other settings), and when moving from Reception to Year 1.

On joining The Owlets, children are invited to attend introductory sessions to develop familiarity with the environment and staff. We understand that each child's needs for transition into Nursery will be unique. As necessary, we encourage parents to build up to leaving their child for a short while, leading to a whole session. We continue to offer support as appropriate and discuss strategies with parents and carers to ensure a smooth and happy start to each child's start at Windlesham.

The school operates a key person system for all children in the EYFS. In Reception, this is the class teacher and in The Owlets, the children are allocated to small groups. The key person, along with the other adults working in each class, supports the child and family to settle into the setting. They are responsible for liaising with and working in partnership with parents to plan for the child's well being, care and learning. Each key person keeps records by collating photos and observations and tracking each child's development.

When children prepare to join Reception, we invite the children to visit the classroom and meet the staff, see the toys and resources and the other children in their group. During this time, parents will have the opportunity to get to know each other, listen to a short talk and have the chance to ask questions.

Children start at staggered times in September to enable them to experience a smooth and happy transition into their new learning environment. Parents and carers are invited to a meeting where staff will outline the timetable, discuss day-to-day activities and procedures and talk about aspects of the curriculum. Each family is given a welcome pack with details of the school day, lists of equipment and uniform needed and the Early Years Policy. The pack includes a photo booklet for children showing key areas of their classroom and school.

Families are also invited to complete an “All About Me” Book about their child, giving information about family, pets, likes and dislikes, religious practices, and SEND. This information is used to plan experiences that build on children’s interests. There is ongoing dialogue between parents and carers and staff to ensure the information is updated regularly.

Staff discuss the process of transition with all children by sharing relevant books, using circle times and through assemblies. If children leave the school, staff endeavour to share information about their new setting. Where possible, staff network with colleagues from other settings through meetings, telephone conversations and by passing on transition documents.

In the final term of the EYFS, staff complete the Early Years Foundation Stage Profile, in line with statutory guidance, for all children leaving Reception and entering year 1. This information is shared with the year 1 staff. Children are also invited to visit the year 1 classroom in order to ensure a smooth transition and for an effective, responsive and appropriate range of activities to suit the needs of all the children.

5 Planning, assessment and record-keeping

Our planning is based on the EYFS curriculum (2017) outlined above and we understand the importance of play in helping children to develop. Staff organise the learning environment to ensure children have rich and stimulating experiences, both indoors and outdoors. There are opportunities for children to engage in tasks planned by adults, and also those that they initiate themselves. We provide a wide range of experiences that are loosely based around topics and related activities. We ensure that, where appropriate, children are given the opportunity to develop their abilities above and beyond the age-related expectations of the EYFS.

Staff complete initial observations to identify the stage of a child's development. They use these assessments alongside transfer documents from other settings to plan appropriate next steps.

We use small group, 1:1 and whole class activities to introduce activities and concepts, to carry out observations and to teach discrete areas of the curriculum such as phonics, reading, numeracy and writing. These activities are introduced in The Owlets and the length of the activity is increased over time in the Early Years.

During activities, children may be grouped both within and across classes, particularly for ICT, French, music, games and phonics in Read Write Inc sessions. This also applies to swimming which begins in Reception.

We endeavour to maintain an appropriate and sufficient range of stimulating resources which will facilitate and enhance the delivery of the EYFS Curriculum for all children. Some of our resources are shared between classes as and where appropriate, we ensure that resources are clearly labelled and easily accessible by children to help with their independent learning.

Following initial observations, we carry out ongoing assessments across the seven areas of learning to ensure that the needs and interests of the children are reflected in our plans. We include points from Individual Learning Plans (ILP's) for children with Special Educational Needs. Assessment is carried out by class teachers, teaching assistants, specialist subject teachers and key persons.

Our observations are recorded in each child’s individual profile or learning record. This documents each child’s progress in each of the seven areas of learning. The school also keeps records of:

- Information from any previous setting
- Family contact details
- Pastoral/medical/dietary information

We hold two parent-teacher meetings per year to discuss each child’s individual progress. Children’s developmental records and all other information is available to view by appointment. These records

are shared with parents and carers and with outside agencies such as Speech and Language therapists with parental consent and, where necessary, are held securely.

Termly progress updates with identified next steps are shared with parents across the EYFS. In Reception, a formal end-of-year report is written for parents and carers.

At the end of Reception, the teachers record individual children's attainment in line with national expectations as legally required by the Government. These scores are shared with parents, year 1 teachers and with the local authority. Early Years staff also share each child's individual learning journal with the next class teacher and complete transfer records for children moving on within the school, and to other settings.

6 Teaching reading, writing and maths

The method of teaching reading and writing in the EYFS and into Key Stage One is broadly based upon the Read Write Inc scheme. The Owlets staff prepare children for phonic activities by promoting speaking and listening, sound discrimination, rhyming, alliteration and storytelling activities. As children are ready, they learn the mnemonics for letter formation and discrete sounds. They also begin blending and segmenting activities, moving onto reading words and books at the appropriate time.

In Reception, the Read Write Inc scheme is used alongside the Primary Strategy Letters and Sounds to reinforce letter formation and build on children's knowledge of word building, moving on to reading phonically based texts.

All Early Years children are given opportunities to write in a variety of contexts, such as writing a letter in the role-play post office and reading back the meaning of the marks, lines and shapes. This is developed further as children are able to record their own ideas through their understanding of letter sounds.

Maths activities are practically based, with children having access to a wide range of resources that promote understanding of counting shapes, pattern and size. A key resource in understanding number is Numicon, which is used to support counting and number operations.

Staff invite parents to workshops to discuss the approaches we use in these key areas and provide activities for home support.

7 SEN

We value all children as individuals at Windlesham School and Nursery. The staff arrange the learning environment, activities and resources to support the learning needs of all children and plan the curriculum to allow children to develop at their own pace. Care is taken to ensure that we have a suitable balance of resources, with regard to age, gender, ethnicity and need.

We believe that early identification of children with additional needs is crucial in enabling us to give the child the support they need. The staff liaise with one another and with outside agencies to support children who have been identified as having additional needs. We regularly meet with parents and carers for Parents Evenings and to discuss individual needs as necessary, for example medical or special educational needs.

8 Toilet training and self-help skills

No child will be excluded from participating in The Owlets or Reception at Windlesham who may, for any reason, not yet be toilet trained and who may still need to wear nappies or pull-ups. We work to

support children and families as appropriate towards toilet training, unless there are medical or developmental reasons why this may not be appropriate at the time. Staff support all children in self-care and promote independence in using the toilet facilities and hand washing. We understand that toileting is an emotive issue and handle the need for changing children sensitively.

We use gloves and ask parents to provide wipes and changes of nappies, pull-ups, and clothing as appropriate. When children show an interest in toilet training we liaise with parents and may offer stickers, praise, stamps as incentives, as agreed with families.

Where appropriate, for example when changing for swimming in Reception, changing shoes for PE activities or putting on a coat for outside play, children are encouraged to attempt these skills and are praised for attempts at self-help. The staff will show children the steps to manage these for themselves and will, for example, hold up a coat for children to put arms in, or place shoes the correct way round.

9 British values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are embedded in the EYFS (2017). We promote these values in the EYFS by following the values and code of conduct as set out in our school behaviour policy which is available to view on the school website.

Values

- Respect and tolerance
- Honesty
- Responsibility
- Kindness
- Effort
- Self-belief

Code of Conduct

- We show respect and good manners at all times
- We work hard, try our best and are proud of our learning
- We are honest, kind, fair and inclusive
- We care for our School and the wider environment
- We listen carefully and follow instructions sensibly

Democracy

The staff support children to work together to make decisions, to understand that their own views and those of others are important. The staff promote sharing, turn taking and collaboration.

Rule of law

The staff work with children to ensure they understand that their own behaviour and that of others has consequences. Children and staff collaborate to make class rules and ensure that they are followed fairly.

Individual Liberty

The staff provide opportunities for children to take risks, think critically and try out ideas independently. This promotes self-belief and pride in their achievements and learning. The staff lead

discussions that allow children to share their own ideas, opinions and feelings and understand that we are free to have our own opinions.

Mutual respect and tolerance

The staff create an environment where every child and family is included and valued. We provide activities, books and resources that reflect a wide range of cultures, genders races and families. The staff encourage children to explore the similarities and differences between themselves and others and among families, faiths communities, cultures and traditions.

All staff have undertaken Prevent counter terrorism and have a duty to “have due regard to the need to prevent people from being drawn into terrorism”.

10 Safeguarding and wellbeing

We want children to be happy and to feel safe and secure in our school. We understand that this helps them to learn and develop well and we take our role in safeguarding children very seriously. Staff are trained to have up-to-date knowledge of safeguarding issues and the Safeguarding and Child Protection Policy can be viewed on the school website. Staff work closely with the designated teachers assigned at Windlesham, should they have any concerns.

The School also has an e-safety and ICT policy regarding the use of cameras and mobile phones with cameras.

In addition, we have regard for the following recommendations and requirements of the EYFS with regards to a range of aspects of health and wellbeing:

- All staff undertake basic first aid training and there are members of staff across the school who have a Paediatric First Aid certificate who are on site at all times and accompany children on trips.
- We follow the ratios set out in the EYFS dependent on staff present, their level of qualification and numbers of children.
- The school promotes the good health of children. The set procedures for responding to children who are ill or infectious are contained within the First Aid policy. This policy also deals with the procedures for administering medicines. Medicines are handed into the school office and can only be given if prescribed by a health professional. A written record is kept of medicines that are administered. Where necessary staff are given additional training in administering particular medication e.g. epipens.
- Each class area has a first aid box and staff ensure that accidents are dealt with and reported in a timely manner. Parents and carers are informed of any serious injuries and all head injuries straightaway. Accidents are reported across the School and recorded on the Staff Portal. Please refer to the School Health and Safety policy.
- In line with the school Health and Safety policy, staff assess risks in the classroom and the outdoor areas. Equipment is regularly checked to ensure that it is in good condition, well maintained and safe. Staff identify the steps needed to remove, minimize or manage the risks and hazards. For outings, the staff have regard for the Trips policy and staffing ratios, alongside legislation and government advice. Risk Assessments are undertaken and followed prior to every School trip.
- We promote healthy eating at Windlesham and encourage parents to provide healthy, nutritious and nut-free snacks and lunches.
- Staff make a written register of which children should be attending on a daily basis. They record the children's in attendance on the online register and note when they leave.
- Children are only released to known carers; parents/carers should either inform a member of staff at drop off or contact the school office if this should change.

11 Supervision in Early Years

In accordance with the EYFS Statutory Framework 2017, supervision requirements in the Early Years shall comply with the following recommendations:

3.33. For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children:

- *there must be at least one member of staff for every 13 children*
- *at least one other member of staff must hold a full and relevant level 3 qualification*

3.34. For children aged three and over at any time in registered early years provision when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is not working directly with the children:

- *there must be at least one member of staff for every eight children*
 - *at least one member of staff must hold a full and relevant level 3 qualification*
 - *at least half of all other staff must hold a full and relevant level 2 qualification*
- For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:*
- *there must be at least one member of staff for every eight children*
 - *at least one member of staff must hold a full and relevant level 3 qualification*
 - *at least half of all other staff must hold a full and relevant level 2 qualification*

Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.

Details of staff qualifications in the EY are available on request.

12 Parental partnership

We value the role that families play in supporting the education of their children by:

- Holding 'taster sessions' for children in the term before they start school.
- Inviting new and current families to attend events at school, such as the summer fair.
- Having a teacher led meeting soon after the child starts each new academic year. During these sessions we seek to explain how the children will be taught, and how parents and carers can help to support learning.
- Developing good communications with parents and carers and valuing their support.
- Providing regular newsletters to inform parents and carers of current events and to note children's achievements.

- Providing termly curriculum summaries to help families to support learning.
- Encouraging parents and carers to regularly share information and home achievements.
- Holding Open Days/ Open Classroom events.
- Sharing information with parents and carers via our use of assessment profiles and valuing parental contribution to these.
- Holding regular parent and carer meetings.
- Inviting parents and carers to take part in the activities of the School's Parent/Teacher association – 'Friends of Windlesham'.
- Taking helpers on extra-curricular outings and visits in The Owlets.
- Encouraging parents and carers to access the school website for news, other important information and to view policies, procedures and events: www.windlesham.school.co.uk
- Having an 'open-door' policy to discuss individual matters.
- Holding Read Write Inc phonics and reading introduction workshops, updates and celebration meetings.

We aim to work with families to ensure that children develop the key skills for school readiness i.e. ensuring children are able to sit and listen, are aware of other children, understand the words "no" and "stop", are toilet trained, recognise their own name, can speak to an adult to ask for help, can take off their coat and put on their shoes, can talk in sentences and can open and enjoy a book.

Being involved in school life

Children who join Windlesham School and Nursery in the Owlets and Reception are included as part of the wider school community. The children benefit from opportunities to use the grounds including the pond, hall, gym, front garden, 2 large playgrounds, lawn area and pirate ship play area for learning opportunities. The staff have access to a wide range of expertise and resources across the school from ICT and the use of the specialised suite, to borrowing microscopes from the science lab. The children in the Owlets are timetabled to have French, music, PE, library and cooking slots across the week. In addition, the Reception children also enjoy dance, swimming, ICT and can join extra options such as ballet.

The children in The Owlets are partnered with year 5 pupils. The older children visit the nursery children at play times, read stories and are good role models. This "Buddy system" continues into Reception with the children from year 6. The children are encouraged to write to one another, work together on projects and forge good relationships.

Due to the close proximity of classes, the children in The Owlets, Reception and year 1 enjoy opportunities to develop play across the classes particularly in the outside space.

In the Summer term before they join Reception, and for special events during the year, Owlets children and staff are invited to attend assemblies. The Reception children attend assembly with Key Stage One throughout the year and some whole school assemblies as appropriate.

Over the course of the academic year the children have the opportunity to see other members of the school during a variety of events, such as World Book day, Assembly and performances. Times are also arranged for staff to spend time with children from different year groups.

Staff development, monitoring and evaluation

Each adult working within the Early Years has the opportunity to attend a range of training courses. We aim to ensure that staff receive a breadth of suitable training by identifying their particular needs, areas of interest and identified areas for development in the school or Early Years. The school holds regular INSET training days and staff led training on areas of their expertise during staff meetings.

A record is kept of all training courses attended and staff are encouraged to share with colleagues any useful information or ideas from training courses they attend. All staff constantly evaluate their own work and communicate with each other to ensure that good practice is shared.

Staff work together to ensure development of children is tracked and analysed through moderation of children's work and learning. This can include visits to other settings and discussion.

The role of Governors

Whilst the day-to-day administration of academic and financial matters is conducted by the Headteacher and the members of the Senior Leadership Team respectively, the Governors are responsible for the overall strategic development and wellbeing of the School, its pupils and its staff. The Governors' responsibilities extend to planning and developing the improvement of the school's standards to the optimum within the constraints of available resources, and to monitoring those standards to ensure that they are effectively maintained.

This role includes developing and implementing the various policies which are necessary for the achievement of the vision and aims as set out in this document. Those policies are communicated through the Headteacher to the Class Teachers and Teaching Assistants via the Early Years Co-ordinator, and to parents and carers through the Early Years Foundation Stage Policy.