



John Perry Primary School

Early Years Foundation Stage

Policies and Guidelines

Rationale

The Foundation Stage is a distinct phase of education which applies to pupils in nursery and reception classes. It is characterised by a curriculum, which recognises the needs of very young children to have opportunities to play, explore their environment and develop good models of social behaviour and language. To facilitate this, Foundation Stage classes have a higher adult to child ratio than is always possible in the rest of the school. The partnership between home and school is a crucial element in children's learning and needs to be formed at the outset. Children come from a wide variety of social, religious and cultural groups and they each should be perceived as valued and unique. All children should feel included, secure and valued.

Purpose

To create a positive, enriching learning environment which meets the needs of the individual regardless of race, gender, age, ability and special needs and disabilities.

Guidelines

Practitioners will plan regularly for the long, medium and short term with clear objectives for learning. Planning must be flexible and respond to the children's needs and interests.

Planning builds upon and values the child's previous knowledge, skills, interests, understanding and experiences. Observation (both planned and incidental) is crucial to this process. Assessment is carried out regularly through observation and the information is used to inform future planning and 'next steps' for each pupil. (Also see 'assessment guidance')

The DFES Statutory Framework for the Early Years Foundation Stage and the DFES Letters and Sounds (phonics programme) will be followed and supplemented by other materials according to the needs of the pupils.

Teaching strategies will be varied to include both adult directed and self-initiated (child led) activities to foster independence and promote self-discipline. There should be a balance of opportunities for the child to play and explore freely, and to carry out adult led tasks and activities and to interact with the practitioners.

Through carefully planned activities and resourcing, FS practitioners will ensure that children work towards the DFES Early Learning Goals. By the end of Reception, our aim is to meet or exceed these goals.

Opportunities are provided for children to learn through hands on activities both indoor and outdoors.

Play underpins all development and learning for young children. Outdoor play is an essential component of the curriculum. Planning for outdoor play should include activities to promote all areas of learning as well as provide an essential part of being physically active (Also see outdoor play policy)

Opportunities are provided to develop social and cognitive skills through indoor and outdoor play. There are daily opportunities for children to develop and extend communication and language skills.

There is a ratio of adults to children to support and develop social skills and learning. In the nursery this is a 1:13 minimum, and 1:15 minimum in the Reception classes. Each child in the Nursery and Reception classes is assigned a 'key person' who has special responsibilities for working more closely with a particular group of children and building relationships with parents and families. Each class in the EYFS has an assigned practitioner who covers the regular class teacher for PPA time. Each Reception class also has an assigned MDA as their lunchtime key person. The nursery also has an extended session practitioner (See extended play guidelines) Parents and carers are informed of each person and their role.

Nursery offer the choice of a standard 2.5 hours session or the extended sessions of 3 hours in both the morning and the afternoon.

Families who are eligible for the 30 hour nursery childcare offer can apply and their children can attend all day

Adults working in the EYFS will share a positive approach to behaviour management and to promoting self-esteem. They must be aware that they are both models and partners in children's learning.

All adults working in the EYFS are offered opportunities for CPD.

All adults (including work placement students) must be aware that mobile phones must be put away in cupboards during the school day. It is not permitted to take photos using personal phones or cameras. Charging phones during school session times is not permitted. Taking photos is a vital part of the observation process, and also for sharing experiences with parents/carers and children. Class cameras will be used for these purposes. Students are only allowed to take photographic evidence if it has been agreed by the class teacher.

A healthy lifestyle will be promoted through the EYFS curriculum and includes daily fruit snack times. We also plan activities such as a 'healthy eating week', planting vegetables with our school gardener, fruit and vegetables tasting activities, cooking healthy foods, and encouraging children to be physically active for example through PE lessons, daily physical activity outside, and 'Tenenergy'.

The EYFS supports and promotes recycling and even very young children in nursery are taught to use recycling bins. Children collect leftover fruit scraps for the compost bins. All the children are encouraged to grow and look after plants, fruit, and vegetables during various EYFS topics.

It is acknowledged that learning takes place in a variety of settings. The parents and families are the first and continuing educators of their children. The EYFS practitioners will seek to build and extend the partnership between home and school through nursery home visits, curriculum newsletters and information, home-link books, informal and formal meetings such as class assemblies, concerts and parents consultation days/evenings. Children and families are encouraged to share news

and achievements from outside school including bringing pieces in to share with their teachers and peers. Nursery and reception have class teddy bears to be sent home regularly with children and a diary to record activities in. Children share their experiences when they return to school with the bear.

Parents have regular opportunities to visit the nursery and reception classes. They are encouraged to come and view their child's Pupil Profile with their child and to add their own comments and contributions. Parents in reception are also invited in to observe phonics lessons.

Children are actively encouraged to talk about their interests, friends and learning. Annotated observations in the pupil profiles will often include the child's comments. Pupils' targets or 'next steps' are shared with children and their families.

Links with local children's centres, pre-schools and play groups help to facilitate a smooth transition for children moving into nursery or reception. Information such as the child's current interests and achievements are shared.

Links are fostered with breakfast and after school clubs to ensure a smooth transition between school and clubs.

Parent support groups and classes are offered to all EYFS families

A learning environment is provided which is welcoming, stimulating, accessible, challenging, safe and secure.

Annual spending plans will be drawn up to reflect the high frequency of use of EYFS equipment and materials, and the need to develop resources for indoor and outdoor play.

Resources must be organised to ensure that all children have access to all the areas of the curriculum and should be varied according to the planned curriculum focus, or the particular interests/needs of the pupils.

ICT skills will be developed through the use of the class computer, cameras, Bee-Bots, visualisers, and tape recorders etc. Reception children also have regular access to laptops.

Staff will follow the procedures to support children at each transition between each phase of their education: -

Home/playgroup/preschool/Children's Centres into nursery

Nursery/CC into Reception

Reception into Year One

Wherever necessary, the EYFS will incorporate support programmes from external agencies e.g. SALT, O.T etc.

Reviewed by Nina Rajan-Weare

September 2018

Outdoor play

Rationale

At John Perry Primary School we believe that children learn best through first hand experiences and interactions with their environment. Well planned play in a learning environment that includes the outdoor space as well as indoors is a key way in which children learn with enjoyment and challenge. Therefore, outdoor play is an essential entitlement for all children in the EYFS. Children need physical activity in order to be fit and healthy. In our society, anxiety about children's safety, and the increasingly sedentary nature of some family life means that children may have few opportunities to play outside. Many of our families may not have access to a garden space so are dependent on the outdoor provision at school. Fine motor skills are generally acquired later than, and are refined from gross motor skills acquired outside such as running, jumping and climbing. Some learning such as working on a large scales and environmental studies can only take place outside.

Purpose

To provide an outdoor environment where children can take part in activities (which could be noisy, messy, fast moving and large scale) that:

- is safe and secure
- is challenging
- is interesting and stimulating

To provide learning experiences and resources which allow all children regardless of SEN, race, religion or gender to develop skills in all areas of learning.

To promote children's levels of independence and ability to take turns.

To promote positive attitudes towards the outdoor environment, exercise and a healthy lifestyle.

For adults to support, encourage and extend children's activity.

Guidelines

It is essential for practitioners to view the indoor and outdoor area as one continuous learning environment.

Outdoor play should be made accessible whenever possible, regardless of weather (unless in extreme conditions) Wellies, waterproofs, umbrellas, sunhats etc. are all available in the nursery in order to facilitate this. Risk assessments (daily) take into consideration changeable weather conditions and risks are assessed and managed accordingly (e.g. icy, slippery surfaces, wet equipment etc.)

The outdoor environment must always be adequately supervised. Organisation must always allow for practitioners to interact with the children both inside and out.

As frequently as possible, organisation should allow children to 'free flow' between the indoor and outdoor area.

Outdoor play should enhance the indoor learning environment.

Safety checks are carried out daily on the outdoor equipment and environment.

The outdoor area can extend children's learning by providing activities that are not available inside:

Working on a large scale

Environmental studies e.g. gardening, weather observations, insects etc.

Messy play such as big printing, rolling tyres, decorators' roller brushes etc.

Planning for the outdoor area should promote all 7 areas of learning.

Planning should build on previous experiences, children's needs and interests.

Children should be taught to take care of the environment through tidying and sorting.

Equipment should be accessible in order to promote independent learning.

Picture labels alongside words should allow children to tidy away resources.

Adults should interact sensitively, intervening as and when is appropriate to extend and challenge.

Practice will be monitored regularly and developed through staff training and links with other settings.

Updated by Nina Rajan-Weare September 2018

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