



Holland Moor Primary School Early Years Foundation Stage Policy

Aims

At Holland Moor Primary School we aim to bring the best out of every child and believe that every child can achieve their full potential.

We also aim to:

- give each child a happy, positive and fun start to their school life in which they have a firm start to their education and develop a love of learning;
- offer each child a wide range of new and exciting experiences during which they have the opportunity to explore and test their own ideas with their friends and also by themselves;
- enable each child, through encouragement and high expectations, to fully develop socially, physically, intellectually and emotionally;
- offer a structure for learning that has a range of opportunities for development of important skills;
- encourage children to develop independence within a loving, secure and friendly atmosphere;
- support children in building relationships through the development of social skills such as team work and sharing;
- help each child to recognise their own achievements through celebrating success and developing their confidence to work towards personal goals.

The Curriculum

The Nursery and Reception follow the Early Years Foundation Stage (EYFS) curriculum document. This document includes seven areas of learning and development, all of which are seen as important. However, three of these areas are seen as essential for developing children's curiosity and enthusiasm for learning and important for forming

relationships. They support children's learning in all other areas and 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 children's essential 'life' skills and knowledge. These are known as the specific areas.

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 document also includes the characteristics of effective teaching and learning. These help to identify the children's attitude towards learning and how they learn. The Nursery and Reception teachers plan activities within their classrooms with these in mind.

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.

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. 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 previous learning and experience at their own pace. Play gives our children the

opportunity to follow 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 the children's play through observing, demonstrating, supporting and developing their play. Getting the balance right between developing the children's own play and structured, teaching activities is very important to us.

Teaching

We make sure there is a balance of adult-led (structured) and child-initiated (supporting children's own play ideas) activities across the session. Although some of the time is spent with children self-selecting tasks, the interaction between the adult and child is vital as the adult's response to children builds understanding and guides new learning. The adult's role is to continually support, 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 join-in with a child's game, developing it where possible.

Focused Activities.

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. Each day we follow a timetable with set routines in place. This looks quite different in the Nursery and Reception classes. We set aside times each day when the children come together to be taught in the more traditional sense, gathered together on the carpet as a class. In these slots we focus on our theme work, maths, literacy, phonics, and stories. These sessions help to develop vital skills of learning: learning as a group, listening to the teacher, taking turns to answer, sitting still etc...

Reading and story time sessions 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. We make sure there is always time for whole class story at the end of the session but also that there are many opportunities to enjoy books at other times. Every Reception child is given their own book bag and has a designated day when they will have one-to-one time sharing books with an adult (although it is fine for others to listen too!). Also in Reception, guided reading (small group reading with adult) sessions take place throughout the year.

Planning

We believe many children need to be given a starting point to learn new things and find themes are a great way to fire the imagination. The topics are flexible to ensure we also follow the children's interests, school themes and local or national events e.g. the Olympics. The following tables outline the themes for our Nursery and Reception classes:

Nursery Themes

<u>CYCLE 1</u>	<u>CYCLE 2</u>
Colours/Elmer	Colours/Elmer
Space	Space
Animals	Rhymes
Vehicles	Vehicles
Growth	Our Home
Under the Sea	Traditional Tales

Reception Themes

<u>YEARLY</u>
Myself and Peppa Pig
Celebrations
Julia Donaldson
Superheroes
Pirates
Dinosaurs

Staff plan in more detail on a weekly basis using daily notes, observations and interactions with children to inform where their learning journey should move to. Class teachers are responsible to write plans using information given from Teaching Assistants and other staff.

Assessment, observations and Record of Achievements

Assessment is an essential part of the learning and development of children in the EYFS. It involves staff observing children to understand their level of achievement, interests and learning styles, and to then develop 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 Record of Achievement. We are very proud of our Record of Achievements: these are collections of children's work, photos and observations which create a detailed picture of the child. In Nursery, we include individual next steps for children's learning. These next steps are recorded by each adult on incidental observations and are followed up by the child's key worker.

Parents have access to the Record of Achievement on request and at parent evenings. They are encouraged to contribute through the use of our 'Proud cloud' cards. 'Proud cloud' cards are where significant events that happen at home can be recorded, they are available in each cloakroom and can be taken home to complete or can be completed with the support of a member of staff.

On entry to Nursery we carry out baseline assessments for each child. Throughout the Early Years the Class Teacher submits end of term assessment data 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.

Classroom organisation

Our Early Years classrooms have distinct areas with clearly labelled resources to ensure children can be independent and access them easily. Each classroom is set up in a way to provide children with experiences and activities in all of the seven areas of learning. Classrooms have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. A variety of activities are planned for and set up in the different areas each day. The adults move to whichever area their focus for the session/day is.

The outdoor area is an important part of the classroom. We try to ensure that the range of activities outside reflects the different curriculum areas. Resources are rotated on a three weekly basis to ensure a wide breadth of experiences and allow the opportunity for the children to practise vital skills.

Role of staff and key worker

The formation of healthy relationships between adults and children is essential in enabling children's well-being now and their future successes. At Holland Moor Primary school, each child is allocated a key worker in the setting with the teacher being a secondary key worker for the whole class. In Nursery, key workers complete adult-led activities with their key children and sit with them at snack time to help form positive respectful relationships with the children in their care. Reception children also sit with their key workers for snack and have regular key worker time throughout the year.

Promoting Fundamental British Values.

In the Early Year Foundation Stage is vital to teach and promote Fundamental British Values. The Prevent strategy identifies these as:

- Democracy,
- The Rule of Law,
- Individual Liberty,
- Mutual respect and tolerance of different faiths and beliefs.

At Holland Moor Primary School, all staff promote and model these values by:

- Challenging opinions or behaviours that are contrary to British Values.
- Enabling children to develop their self-knowledge, self-esteem and self - confidence.
- Enabling children to distinguish right from wrong and to respect the law.
- Encouraging children to accept responsibility for their behaviour.
- Helping children to understand how they can make a positive contribution to society.
- Helping children to acquire a broad general knowledge of and respect for public services and institutions.
- Enabling children to acquire an appreciation of and respect for their own and other cultures and traditions.
- Encouraging children to respect others.
- Encouraging children to respect democracy and the basis upon which the law is made and applied.

Health and Safety.

Children's safety and welfare is paramount at Holland Moor Primary school. We create a safe and secure environment and provide a curriculum which teaches how to be safe, make choices and assess risks.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Inclusion.

We value all our children as individuals at Holland Moor irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child, including those identified as Gifted and Talented and Pupil Premium children, and support them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support they need and in doing so, work closely with parents and outside agencies.

Partnership with parents and carers and the wider community

We strive to create and maintain partnership with parents and carers and we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education. We have an 'open door' policy and want parents to feel they can speak to us about their child at any time and feel comfortable in our setting.

During the summer term, parents/carers are encouraged to attend intake evenings for the Nursery and Reception during which the curriculum and daily routines are explained and they have the opportunity to tour our classrooms. Additionally, in Nursery, the parents are invited to a one-to-one meeting with the class teacher to discuss for example, what their child enjoys doing, any additional needs or specific requirements. At these meetings we also give each family an 'All About Me' booklet to complete with their child over the summer. We have a staggered entry into both Nursery and Reception classes and, over the first few days, we encourage parents/carers to stay for as long as they wish to ensure a smooth transition to the setting. Parents/carers are then invited to attend a Parents' Meeting each term to discuss their child's progress.



**Holland Moor
Primary School**

This policy was last
reviewed in August 2019.

M Beale