

## **Early Years Foundation Stage Policy**

### **Ashleigh Infant School and Nursery**

**Implemented: June 2014**

**Review Date:**

#### **At Ashleigh**

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and progress at different rates

#### **At Ashleigh**

- The Nursery and Reception curriculum is based on the Early Years Foundation Stage
- We provide a balanced curriculum, based on the EYFS, across the seven areas of learning
  - Personal, Social and Emotional Development
  - Communication and Language
  - Physical Development
  - Literacy
  - Mathematics
  - Understanding the World
  - Expressive Arts and Design
- Play is used as the vehicle for learning
- We foster the characteristics of effective early learning
  - Playing and exploring
  - Active learning
  - Creating and thinking critically
- We plan challenging learning experiences, based on the individual child, informed by observation and assessment
- We provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- We provide early intervention for those children who require additional support
- We work in partnership with parents
- A key person approach is used to develop close relationships with individual children
- We provide a secure, safe and stimulating learning environment indoors and out

## **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals. The seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the prime areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four specific areas, within which the three prime areas are strengthened and applied.

The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful, hands on experiences which encourage them to explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning and communication.

In Nursery children are taught discrete skills for phonics and mathematics as a whole class. In Reception children are taught discrete skills for phonics, mathematics and writing in small group and whole class teaching sessions.

The curriculum is delivered using a play-based approach as outlined in the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, all staff interact to scaffold and challenge the children's learning and development.

We create a stimulating environment which provides free-flow between the indoor and outdoor learning environments.

## **Observation and Assessment**

As part of our daily practice we observe and assess children's development and learning to support assessment and inform future planning. We record observations using photographs, children's comments, significant moments and WOW moments! Significant observations of children's achievements which directly link to meeting

aspects of the EYFS curriculum are collated in their own personal learning journey, which are shared with parents.

### **Parents as partners**

In the EYFS, working in partnership with parents is a key principle of effective practice.

We have clear systems for ongoing dialogue based on a two-way flow of communication

- informal / formal conversations at the beginning / end of the day
- the use of home-school books
- reading diaries
- new parent meetings
- parent/teacher meetings
- family learning events

Home visits are made to new children joining Nursery or Reception to gather information about individual needs and to establish relationships with parents.

We hold a Parents Information meeting for parents/carers before their child starts school. This gives parents the opportunity to meet staff, get to know routines and become familiar with school expectations.

We report progress and children's achievements throughout their time with us in their learning story and at termly parent/teacher meetings. Parents are encouraged to contribute home events and activities to their child's learning stories .

At the end of the Nursery year, a report is written based on progress made within the year. At the end of the Reception year a report is written which is based on achievement of the Early Learning Goals and the Characteristics of Effective Learning.

We provide opportunities for parents to enhance their understanding of teaching and learning in the early years by inviting them to attend family learning events to support the continuity and progression of children's learning between school and home.

### **Transition**

Transitions are carefully planned and time is given to ensure continuity of learning. We acknowledge the child's needs and establish effective partnerships with those involved with the child, including nurseries and childminders.

Visits to the setting are planned for the summer term where the children can meet the staff, get to know other children who will be in their class and begin to familiarise themselves with the setting and expectations. **(see transition policy)**

Children are given a transition booklet at these visits which includes photographs of key staff and the environment, as well as providing space for the children to share things about themselves.

In the summer term the child's next teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion aids the Year 1 teacher in planning an effective, responsive and appropriate curriculum that will meet the needs of all children.

Policy adopted by Full Governing Body

Signed .....

Date .....

Chair of Governors