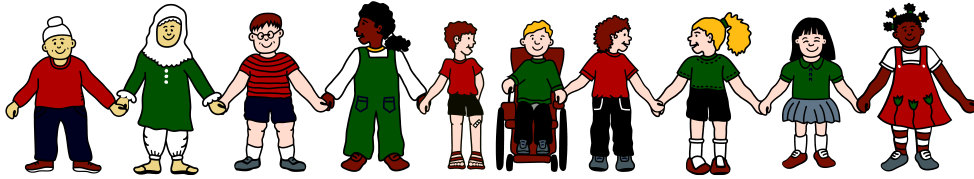


The Giles Nursery and Infants' School

**THE GILES  
NURSERY  
AND  
INFANTS' SCHOOL**



**Early Years Foundation Stage Policy**

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## **Early Years Foundation Stage Policy**

The Early Years Foundation Stage (EYFS) extends from zero to five years of age. Entry into our foundation stage (Nursery) is from the term after the child reaches three years old until the end of the Reception year. Entry into our Reception class is at the beginning of the school year in which a child reaches five years of age (although compulsory schooling does not begin until the start of the term after a child's fifth birthday).  
<https://gilesnurseryandinfants.ovw1.juniperwebsites.co.uk/page/?title=General+Safeguarding+and+Child+Protection&pid=45&action=savedthday>

The Early Years Foundation Stage is of great importance as it represents children's first experience of school life and lays the basis for their educational experience. The early learning goals (ELGs) are the goals or targets for children to achieve by the end of their Reception year. They work towards these goals throughout the EYFS. There are seventeen early learning goals across all the areas of learning. We offer our children an early years curriculum which is based on the following principles:

- Building on what our children already know and can do
- Ensuring no child is excluded or disadvantaged
- Providing a rich and stimulating environment
- Providing a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors

### **Deferred entry to Reception**

The school does not permit children to repeat a year in Nursery and defer entry to Reception unless the child has attended the Giles Nursery.

Any decision regarding deferral requires permission from the headteacher and would ordinarily be given only when a child has attended our Nursery and is well-known to our staff. Decisions will be taken after discussion has taken place to ensure that all parties (including parents, the headteacher, and staff) agree that to repeat the Nursery year is in the child's best interests.

Under exceptional circumstances (such as a family moving from another area), consideration of a request to defer for a pupil coming from another setting may be given after consultation, visits, and receipt of any external specialist assessments.

## **2. Aims of the Foundation Stage**

The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing:

- personal, social, and emotional well-being.
- positive attitudes and dispositions towards learning.
- social skills.
- attention skills and persistence.
- language and communication.
- reading and writing.
- mathematics.
- knowledge and understanding of the world.
- physical development.

- creative development.

### **3. Teaching and learning style**

The features of effective teaching and learning in the Early Years Foundation Stage provide a tailored curriculum which caters for a range of needs with the teaching style adapted to meet the needs of individual children.

The more general features of good practice in our school that relate to the Early Years Foundation Stage are:

- a partnership between teachers and parents/carers and other settings that helps our children to feel secure at school, and to develop a sense of wellbeing and achievement.
- the understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching.
- the range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication.
- a carefully planned curriculum that helps children achieve the early learning goals by the end of the Early Years Foundation Stage.
- the provision that enables children to take part in activities that build on and extend their interests and develop their intellectual, physical, social, and emotional abilities.
- the encouragement for children to communicate and talk about their learning and to develop independence and self-management.
- the supportive learning environment, with appropriate and accessible space, facilities, and equipment, both indoors and outdoors.
- identification, through observations and assessment, of children's progress and future learning needs, which are regularly shared with parents.
- the maintenance of good relationships between our school and the other educational settings children have attended before joining our school.
- clearly articulated aims and regular monitoring of our work to evaluate and improve it.
- regular identification of training needs for all adults working in the Early Years Foundation Stage.

### **4. Play in the Early Years Foundation Stage**

Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to regulate themselves and begin to understand the need for rules. They have the opportunity to think creatively, both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express their feelings, fears and other emotions through play and share personal experiences during circle time.

### **5. Inclusion in the Early Years Foundation Stage**

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 we are planning for their learning.

We set realistic and challenging expectations tailored to the needs of our children, so that most children achieve the early learning goals by the end of the Early Years Foundation Stage, with some children progressing beyond this point.

The Early Years Foundation Stage staff help them do this by planning to meet the needs of:

- All children
- Children with special educational needs and disabilities (SEND)
- Children who are more able
- Children from all social and cultural backgrounds
- Children from different ethnic groups
- Children from diverse linguistic backgrounds

We meet the needs of all our children through:

- planning opportunities that build on and extend the children's knowledge, experience, and interests, and develop their self-esteem and confidence.
- using a variety of teaching strategies that are 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 contribution of all children is valued.
- using a range of resources that reflect diversity, the cultural backgrounds of the children and avoid stereotyping.
- providing challenging activities to stretch their ability and development of skills through play; extend their communication and language skills in an environment rich in language; and develop their mathematical knowledge through problem solving activities.
- providing activities which broaden their knowledge of the world around them.
- monitoring each child's progress and providing the necessary interventions to support their learning.

## **6. The Early Years Foundation Stage curriculum**

Our curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the early learning goals. Our children's learning experiences enable them to develop competency and skill across a number of learning areas. The early learning goals provide the basis for planning throughout the Early Years Foundation Stage. Teachers also use the Hertfordshire scheme of work for religious education, and the HES art scheme of work which underpins the development of skills taught in Early Years. Our medium-term and short-term planning identifies the learning intentions for children working towards the early learning goals and for those exceeding the early learning goals. In addition, the children's interests are included in the planning.

## **7. Assessment**

Before children join The Giles Nursery and Infants' School, the EYFS leader gathers information using the transition toolkit. This information is used to identify children who may require additional support within the school or support from outside agencies such as speech therapists and the Early Years Advisory Team. The early years teachers and SENCo meet to discuss what support can be put in place before a child begins their education with us.

An initial assessment takes place within the first two weeks of a child's entry to our Early Years Foundation Stage, capturing an accurate baseline of their attainment. Staff immerse themselves in working, playing, and interacting with the children so they get to know them well, taking into account information from the home and/or preschool providers. Staff should be well-placed to form initial judgements of the pupil's attainment on entry. They occasionally use the 'Settling in' proforma and other assessments depending on the child's unique needs.

These assessments support the decisions staff make to support the children in their future learning.

When children enter Nursery, they take part in a Wellcomm assessment. This is a complete speech and language toolkit used to identify children needing support with developing their communication and language skills.

Throughout the year in Nursery, children participate in phase 1 phonic activities to determine their phonological knowledge and skills. Staff revisit the phase 1 activities throughout the year and track each child's progression.

During the first six weeks of Reception, the children take part in the Reception Baseline Assessment (RBA). This is a short assessment focusing on aspects of literacy and mathematics.

Staff complete regular assessments of children's learning through informal and formal observations during both child-initiated learning and adult-led activities. Outcomes are used to update the Foundation Stage Profile and Ages and Stages documents regularly. Each child's data is tracked as part of the whole-school assessment process and is recorded once a term on Arbor.

In Nursery, a wide range of evidence is collected throughout the year and placed in a yearly floor book for each group of children. Parents/carers are encouraged to provide additional anecdotes of their child's experiences or achievements, which are included in the floor book of their child's group. These floor books are available for parents/carers to look at throughout the year.

In Reception, a wide range of written and photographic evidence is collected in the children's literacy, mathematics, and topic books. Pupil voice is also collected. Parents/carers may view their child's books throughout the year at parent consultations and during the final 'Stay and Read' session of each term.

The Foundation Stage Profile is the national assessment tool used by teachers to record their observations at the end of each term in Reception. This summarises their pupils' progress towards the early learning goals. It covers each of the areas of learning contained in the curriculum guidance for the Early Years Foundation Stage.

At the end of the Early Years Foundation Stage (EYFS), when a child reaches the end of Reception, the class teacher completes a Foundation Stage Profile for each child. Each child is assessed against the seventeen early learning goals in the following manner:

- **1** indicates your child is at the 'emerging' level at the end of the Early Years Foundation Stage.
- **2** indicates your child is at the 'expected' level of development at the end of the Early Years Foundation Stage.

At the end of each term during the Reception year, teachers record their pupils' progress towards the early learning goals. At the end of the final term in Reception the school sends a summary of these assessments to County for analysis. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

In the autumn term, staff meet with parents/carers six weeks after a child has begun Nursery and/or Reception to discuss how their child is settling in. In Reception, staff provide a pack of resources linked to physical development, literacy, and mathematics to support a child with

their future learning. In addition, parents of Reception children receive a report which identifies up to three targets linked to specific areas of learning. These targets identify the support given at school and provide activity ideas for parents/carers to do with their child in the home. Autumn term targets are reviewed during the spring term consultations and new targets are identified. At the end of the summer term a formal written report highlights the learning a child has experienced in all areas of learning during their time in Nursery and/or Reception. Included in the end of year report for Reception children are the child's Foundation Stage Profile exit scores. These scores indicate whether a child has achieved a good level of development across the prime areas and in literacy and mathematics. These scores determine a starting point for the child entering key stage 1.

## **8. The role of parents**

We believe that all parents and carers have an important role to play in the education of their child. We involve parents and carers in the following ways:

- talking to parents about their child before their child starts in our school.
- visits by the class teacher to children at other pre-school establishments when concerns have been identified.
- providing opportunities for the children to spend time with their teacher before starting school.
- inviting all parents to an induction meeting during the first half term.
- offering parents regular opportunities to talk about their child's progress.
- encouraging parents to talk to the child's teacher if they have any concerns.
- arranging for a staggered start in Nursery and Reception over the first week of term so that the teacher can welcome each child individually into our school.
- encouraging parents to stay if their child is finding it difficult to settle into a new learning environment.
- providing a range of activities throughout the year that encourage collaboration between child, school, and parents.
- providing various activities that encourage parental involvement; this is promoted through regular communication with home and, for example, (remove as this repeats the bullet point above?)
- inviting parents to curriculum evenings to discuss particular areas of work that the children are learning. (separate bullet point)

## **9. Reading and home learning opportunities**

Parents/carers of children in Nursery are encouraged to share a story as often as possible in the home. During the autumn term, Nursery children receive laminated nursery rhymes attached to their book bag. Parents/carers are encouraged to share these rhymes with their children. During the spring term, the parents/carers receive a 'number of the week' sheet with activities linked to that number. In addition, Nursery children may choose a library book from the Nursery library which can be changed on a weekly basis.

Parents/carers of children in Reception are encouraged and guided in how to help their children learn to read. In addition to the reading scheme books and library books, weekly phonic sheets are sent home to enhance the teaching of the graphemes taught in daily phonic sessions. Activities include the practising of segmenting and blending of taught graphemes and reading of sentences to include current phonic phase high frequency words. Videos of the phonic phases 2 and 3 are available for parents/carers to access on the school website.

Parents are encouraged to give their children opportunities to access Bug Club, an interactive reading scheme to which the school subscribes. Children can access this via a computer or tablet. Children who do not have these resources at home are given opportunities within school. The school provides additional learning platforms: Numbots focusing on mathematics; and Purple Mash, where the children can further their learning at home by accessing Mini Mash. Mini Mash is specifically designed for early years with activities linked to the seven areas of learning in the Early Years Foundation Stage curriculum.

Home learning is given half-termly with an accompanying information sheet explaining all activities. This is a voluntary activity for children to complete. During the autumn term children complete a range of activities linked to a particular topic. In the spring term, a sentence is sent home weekly for the children to read, cut up, order, and reread to check it makes sense. Additional challenges, such as copying the sentence and adding a drawing, are included. In the summer term, 'Look, Cover, Write, Check' activity sheets of Year 1 common exception words are sent home in preparation for Year 1.

### **10. Resources**

In Early Years we plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community in which the children live and the wider world. The children are encouraged to make their own selection of the activities on offer, as we believe that this encourages them to become independent learners. We ensure that resources and spaces are safe to use and checked regularly.

### **11. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

### **12. Monitoring and review**

The EYFS leader and headteacher will monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

This policy will be subject to regular review every three years.

**Review date: October 2024**

**Next review: October 2027**