



Newbold School

Early Years Foundation Policy

Date Reviewed: August 2020 by Mrs M Jennings

Ratified by the Board of Governors Autumn Term 2020

This document has been amended following the lockdown and Government guidelines due to Covid-19. Refer to the bottom of this document for the temporary changes to this policy; to be in effect from September 2020 until further notice. (Guidance: Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak - updated 27 July 2020).

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Foundation One (Nursery) and Foundation Two (Reception) classes.

Aim:

At Newbold School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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 at different rates**

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning

- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe 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 and exceed the early learning goals.

All 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, from 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, through which the three prime areas are strengthened and applied.

These **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out during child-led activities.

Our planning approach covers a variety of topics in which the children are interested. The enabling environment is enhanced and the children's learning is developed by skilfully interacting and encouraging them to explore, problem solve and develop skills. We adopt a planning-in-the-moment style approach which follows the child's interests. Our ethos is: let

the children choose what to do and practitioners join them in their pursuits and support them. Remaining in-the-moment is more beneficial in meeting the needs of children as their interests are met in the here-and-now. The child's voice is respected and their requests are followed as much as possible. In Foundation One we bring in multiple perspectives using the knowledge of the child's interests based on the information received from observations and written parental feedback, incorporating the child's voice.

Practitioners working with the youngest children in Foundation One will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Newbold School and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Literacy. Both classes have dedicated daily phonics time, as much as possible. In Foundation Two, some skills are taught explicitly in groups or one-to-one, as appropriate to the child's needs and ability. In Foundation One, phase one/two phonics are taught as a group, then the class is split into 2-3 ability groups as the academic year progresses. These sessions are short and interactive.

The curriculum is delivered using a play-based approach as outlined by 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'. The ways in which children engage with other children and their environment underpin learning and development across all areas. We encourage children to develop a positive mindset and to think critically, effectively supporting them to develop into effective and motivated learners.

Observation and Assessment

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations using an online learning journey system (Tapestry). This secure system shares observations, photos and assessment criteria with the parents. All parents have given their permission and have signed our confidentiality agreement to adhere to privacy regulations. Parents can share home learning and significant events with us via this system to encourage working-in-partnership with parents. We hold regular meetings with parents to discuss and share their child's progress and next steps. (a)

At the end of every term, each child's progress is tabulated and shared with the Head Teacher.

Within the final term of the academic year, we provide parents with a school report based on their child's development and the characteristics of their learning. In Foundation Two, the progress is shown against each of the Early Learning Goals. The parents are then given the opportunity to discuss these judgements with the Reception teacher in preparation for learning to commence in Year 1.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including healthy fruit snack-times. We follow set procedures when children become ill or have an accident.

Please see our separate policies and procedures.

Inclusion

We value all our children as individuals at Newbold School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. The Early Years Senco is Mrs Jennings. See our separate policies .

Parents as Partners and the Wider context

We strive to create and maintain partnerships with parents and carers as we recognise that together, we can have a significant impact on a child's learning.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We work closely with the Local Authority to ensure best practice is always provided.

We draw on our links with the community to enrich children's experiences by taking them on walks around Newbold college grounds and inviting members of the community into our setting. We also have a summer trip outing.

Transitions (b)

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners. We also perform a home visit to form a positive relationship in the comfort of their own home as well as find out essential background information. An information pack is provided and discussed.

In the final term of Foundation One, transition arrangements will be made if the child is leaving the school. A handover meeting is our priority and relevant paperwork is completed and shared.

In the final term in Reception, the Year 1 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 helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Policy Last Updated: Aug 2020

Temporary Amendments:

- (a) Due to no parents being allowed in school, paperwork will either be sent home for parents to review and sign, or meetings with parents will take place with social distancing in place and face coverings. During the induction, this will be explained in further detail.
- (b) The usual transition arrangements have had to be put on hold - no home visits, no transitions visits etc. In July, new parents attended an information meeting and look-around after school hours. All paperwork was shared and completed then. In late August, a video/virtual tour of the classroom was shared with parents/new children and the up-to-date procedure/schedule/information and updated policies for September was shared via email. No parents will be allowed to enter the school building so children will be handed over to EY staff. Any tearful children can stay in the EY garden with their parent and a member of the EY staff until they're settled. If they have not settled after 1 hour, then it is advised they come back the next day and try again etc - extending the length of stay each day.

Other changes include: **no:** soft toys, toys with intricate parts, soft furnishings/beanbags, bed, dressing-up clothes, sensory materials such as sand etc.

Children will not be able to help themselves to resources in tubs as we need to ensure thorough cleaning of resources without the risk of resources being touched by children and not cleaned as staff are unaware.

No toys or resources to be brought in from home - so no learning week chatterboxes

No cracker or milk given during snack-time, or toast.

No stay and plays or visitors during school hours (unless urgent).

Correspondence will be mostly through email including first aid incidences.

Indoor PE in the hall will be temporarily suspended as it's carpeted.

Please see our risk assessment and relevant policies for further details and information.

Mrs M Jennings
August 2020