



BOWERHAM PRIMARY & NURSERY SCHOOL

Early Years Foundation Stage Policy



DATE: July 2023

Review date: July 2024

Stand tall, reach high, love learning

The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Introduction

Bowerham Primary and Nursery School is committed to providing a safe, secure and stimulating environment in which our Nursery and Reception aged children can prosper.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

*"Statutory Framework for the Early Years Foundation Stage",
Department for Education, September 2024.*

Early childhood is the foundation on which children build the rest of their lives. At Bowerham Primary and Nursery School we value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development and as preparation for life.

Using the Early Years Foundation Stage (EYFS) we will provide learning experiences that enhance and encourage the child's intellectual, social, emotional, cultural, moral and physical development.

The practitioners in our setting will work in partnership with parents/carers to provide a supportive inclusive experience where everyone is valued and all achievements are celebrated.

- The four themes of the EYFS express important principles underpinning effective practice in the care, development and learning of young children.

The four themes are;

A Unique Child;
Positive Relationships;
Enabling Environments;
Learning and Development.

Each of the underlying principles is supported by the Key Persons and it is through these principles and commitments of the EYFS that we base our practice.

- Our ethos 'Stand tall, Reach high, Love learning' is embedded as an underlying principle in both our Nursery and Reception classes.

Teaching and learning

- Teaching is based on sound knowledge of the Early Years Curriculum with an important emphasis on child development
- The Four themes in the EYFS express important principles underpinning effective practice in the care, development and learning of young children.

1. A Unique child

Principle - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

We meet this principle in the following ways:-

- We recognise and respect children's individual characteristics and value and respect all children and families equally,
- Through observations of each child's development we will assess progress and plan for the next steps in their learning, including planning for those children that need additional support.
- We place a high focus on developing children's communication skills through the use of quality conversations and vocabulary.
- We work in partnership with parents and other agencies and provide an accessible and welcoming environment.
- Our Safeguarding policy and procedures are fully implemented.
- Children are given clear and consistent boundaries and routines which enable them to take risks but remain safe.
- We strive to reflect and respect diversity in the choice of resources and the model we set for children and we plan an environment that is free from stereotypical images and discriminatory practices.

2. Positive Relationships

Principle- Children learn to be strong and independent through positive relationships.

We meet this principle in the following ways:

- We work as a co-operative staff team and in partnership with parents to foster a sense of belonging and support every child in our care. Parents are valued contributors to their child's learning journey and are supported and encouraged to contribute on a regular basis.

- We ensure parents are well informed through our EYFS communication diary, letters, daily oral communication, via our Parent App, Facebook and our school website.
- In both Nursery and Reception children develop good relationships with their Key Person. Each child is assigned a second key person in the absence of their first key person. All staff within the Foundation Stage value all children's contributions, encourage and praise achievements and nurture children's self esteem, giving them a strong sense of belonging.
- The ethos of the whole school which promotes a 'Can Do' attitude supports and encourages all children to achieve.
- Staff demonstrate that they clearly value children's ideas and creativity. Staff model how to be a learner which in turn supports children to be able to reflect on their own learning.

3. Enabling Environments

Principle- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

We meet this principle in the following ways:

- We provide an environment which enables children to feel confident and secure where they can try things out knowing their effort is valued.
- Careful evidence gathering through observations and dialogue with parents ensures that each child's Learning Journey is carefully tracked, progress and achievement noted and where necessary interventions for support implemented.
- Planning is informed by what the children know and what they want to find out. Where possible the children are involved in their learning experiences through all 7 areas of learning. Teaching is informed and enriched by the children's ideas and interests. They are also taught skills independently to support and extend their own free play.
- Experiences are differentiated for those who need extra support or challenge.
- Planning is flexible which enables us to capitalise on children's fascinations or unplanned events.
- Free flow between indoors and outdoors is implemented daily where possible. Additional suitable clothing is available to ensure the safety and well being of all children at different times of the year.
- The outdoor environment is well resourced to support all areas of learning and development.
- The inside environment is organised into areas of continuous provision with children being encouraged to be independent learners accessing the resources they need.
- Children are always involved in the planning and development of role play areas within the class environment.

4. Learning and Development

Principle - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that shape our educational programme. All 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 areas are the *prime* areas – communication and language, physical development and personal, social and emotional development. We also support children in the four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are – literacy, mathematics, understanding the world and expressive arts and design.

We meet this principle in the following ways:

- We teach children by ensuring that there are challenging, playful opportunities across the prime and specific areas of learning and development.
 - We ensure that we foster the characteristics of effective teaching and learning – playing and exploring, active learning and creating and thinking critically.
 - Flexible cross curricular planning, informed by the children’s interests and needs ensures that all seven areas of learning and development are planned for.
 - There is a balance of activities led by the children and those led or guided by adults. This balance will be judged according to the developmental needs of the children.
 - The children’s Communication and Language development will be met by ensuring that there are opportunities to experience a rich language environment, to develop the confidence and skills to express themselves and to speak and listen in a range of situations.
 - The children’s Physical development will be met by providing opportunities to be active and interactive, to develop co-ordination, spatial awareness, control and movement. We will also support children to understand the importance of physical activity and how to make healthy life choices.
 - The children’s Personal Social and Emotional requirements are met through ensuring the children’s achievements are valued, their self esteem nurtured and that they are supported in having a positive disposition to learn. Through a wide variety of activities children are encouraged to become independent learners. The ethos of the school is reflected in the Foundation Stage, by nurturing respect and empathy for difference. Good behaviour and respect for others is always promoted.
 - The children’s Literacy development will be met by ensuring that there is a wide range of reading materials to ignite children’s interest and by encouraging children to link sounds and letters and begin to learn to read and write. In Reception class reading and writing is developed using a range of teaching styles and strategies. In addition the children are exposed to a wide range of activities to support and encourage fine motor skills that support the development of pencil control and accurate letter formation.
 - The children’s Mathematical development will be met by planning meaningful, relevant opportunities to develop and improve counting skills, to understand and use numbers, to describe shapes, spaces and measures and to use skills to calculate with simple addition and subtraction problems.
 - To support children in their Understanding of the World we will plan regular opportunities to explore, investigate (indoors and outdoors) and find out about people, places, their local community, technology and the environment.
 - Through Expressive Arts and Design we will provide opportunities to enable explore and play with a range of media and materials, as well as providing opportunities and encouragement to share their ideas, thoughts and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
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- The curriculum will be broad and balanced and will reflect the children’s own interests, building on previous learning.
 - Children in the Foundation Stage make no distinction between ‘play’ and ‘work’ and practitioners will value a play based curriculum that supports and extends knowledge, skills, understanding and confidence, whilst also providing some of the more structured teaching required by the LEA.
 - Children will develop a variety of skills and concepts across all areas of the curriculum.
 - Practitioners will strive to ensure all children feel safe and secure in a rich and stimulating environment.
 - Resources will be varied and appropriate to the child’s needs. The ethos of continuous provision following children’s interests as far as possible will be put in place.
 - Adults will be role models and expect high standards of behaviour following the guidance in the schools behaviour policy.

- Children will enter the Nursery and Reception classes with different skills and knowledge and the curriculum planning will give opportunity to build on what children can already do.
- All children are equally welcomed and differences relating to ethnicity, culture, religion, special educational needs or disability are respected and valued for the rich diversity they bring.

Organisation of Teaching and learning

- Nursery and Reception classes are accommodated in separate rooms. Both classes have their own enclosed outdoor area, which is accessed daily to deliver all areas of the Early Years curriculum.
- Sessions are organised so that there is a balance of adult directed and child initiated activities.
- Children access activities through areas of continuous provision both indoors and outdoors. These areas of continuous provision may be enhanced to support and reinforce an adult directed activity or to support and develop a child's learning through their interests.

Planning for the Foundation Stage

- Planning will be flexible and based on Assessment for Learning. Daily/weekly observations will ensure each child's needs are fully met.
- Bowerham Primary and Nursery School is committed to ensuring children experience a 'creative' curriculum. A flexible topic based programme that supports children's 'predictable' interests such as the seasons of the year and relevant events and celebrations will be planned. Topics may last for several weeks and will be changed according to the level of the children's interest in the topic. Within the EYFS there will be no fixed long term plans so that the children will be at the centre of the learning.
- In Reception class weekly plans include specific adult directed activities based on previous observations and adult directed activities to ensure coverage of skills and development in line with the EYFS. Weekly plans include clear differentiation for groups and individuals and organisation management for the roles of other adults in the classroom is displayed within the room.
- In Nursery weekly plans include specific adult directed activities based on previous observations and adult directed activities to ensure coverage of skills and development in line with the EYFS. Weekly plans are added to daily as children's individual interests and skills to develop are observed.
- In both classes areas of continuous provision are enhanced to meet the individual needs of all children through their continued interests and to reinforce adult directed activities.
- Learning will be active, ensuring choice and independence.
- It is recognised that purposeful play is the natural way for children to learn.
- In the Reception class practical tasks and structured play activities are planned to support children's Literacy and Numeracy development.
- Phonic awareness will be delivered through Red Rose Letters and Sounds programmes of study in both the Nursery and Reception classes
- Children will have access to a balance of adult led and child initiated activities and experiences where they can learn, play and explore.
- Any children working beyond the Early Learning Goals have access to an appropriate extended curriculum to extend and develop their learning.
- Plans are shared and discussed with other adults working in the classroom on a daily basis.

Outdoor play

- At Bowerham Primary and Nursery School all adults value the importance of the outdoor learning environment and recognise that the outdoors is often where children want to be. We therefore ensure that the outdoor learning environment is an integral part of the daily curriculum.
- The outdoors gives children unique opportunities to play co-operatively - sharing resources, turn taking, negotiating, communicating ideas and developing friendships.
- Outdoors children are able to gain confidence in what they can do as well as feeling the benefits of being healthy and active.
- Physical activity is enjoyable and promotes a sense of self esteem through achievements.
- Growth and development of the body and brain are inseparable. We believe movement is a vital component of play and other ways of learning and requires space.
- Some kinds of learning can only take place outside.
- Children need freedom to be safely adventurous and take controlled risks.
- Many children have limited space at home and some have no access to a garden, so the opportunity to play outside at school is vital.
- Children who need to be outside have the right to access a full curriculum and the whole curriculum can be discovered in a well planned and resourced outdoor area.

Assessment, recording and reporting to parents

- Records will be kept on each child's development and achievement in the form of observations, annotated examples of work, photographs and dated comments. In both the Nursery and Reception classes each child has an online 'learning journey' in which their key worker builds an individual profile of their child's learning and development throughout their EYFS experience. These will include observations and photographs made at school/Nursery alongside family contributions from home.
- Assessment will be integrated into planning and the information gathered will be used to inform future planning.
- At Bowerham Primary and Nursery School we value 'Partnership with Parents'. Parents may arrange an appointment with staff at any time to discuss their child's progress and development. Daily opportunities at the beginning and the end of each day are provided for any parents who wish to talk to staff about their child. There are also formal opportunities for parents to consult with staff during each academic year.
- Parents will receive a written report on their child's progress and development in both Nursery and Reception at the end of each school term.
- When a child is aged between two and three, staff in Nursery will review their progress, and provide parents and/or carers with a written report of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, Nursery staff will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals for example, our school Special Educational Needs Co-ordinator (SENCO) or health professionals as appropriate.
- Staff in both Nursery and Reception Class will carry out baseline assessments to identify children's starting points. Staff in Reception Class will also carry out a Reception Baseline Assessment (RBA) for all children. This is a short standardised assessment, taken in the first six weeks in which a child starts reception. This short assessment is also completed in the Summer term prior to children leaving the Reception year.

- When children reach the end of their Reception class year staff will make an Early Learning Goal (ELG) judgement for each of the 7 areas of learning and development. The sharing of these judgements will form part of the transition information for year 1 teachers.

Special Educational needs

Aims and objectives

- To identify pupils with SEND as early as possible.
- To create an environment that meets the special educational needs of each child.
- To ensure that all children have access to a broad and balanced and differentiated curriculum.
- To encourage children to develop confidence and self esteem and to recognise the value of their own contributions to their learning.
- To encourage children to be fully involved in their learning.
- To make clear the expectations of all the partners in the process and provision of SEND.
- To ensure children's parents are kept fully informed and engaged in effective communication about their child's SEND
- Bowerham is committed to early identification of any children who may need additional support in Nursery and Reception Class. Children are identified through a variety of ways: concerns raised by a parent or the teacher, the child achieving below the level expected for their age, liaison with outside agencies or medical professionals.
- We operate an open door policy and pride ourselves on building positive relationships with parents. If parents have any concerns they can contact their child's teacher, phase leader or the SENDCo at any time by telephone or email.
- Assessment is part of our day-to-day teaching, with more formal assessments taking place termly. Staff assess and monitor children's progress against their previous achievements and national expectations.
- The SENDCo works closely with teachers and the child, when appropriate, to plan an appropriate programme of intervention and support, which may be provided in small groups or individually. Individual Learning Plans are written for children who require specific targeted support and recorded in an ILP. These targets are shared with parents so that they know what their child needs support with.
- Further, more in-depth assessments of children's learning needs may be undertaken by the SENDCo, a specialist teacher, therapist or an Educational Psychologist to identify specific learning needs.
- We work closely with external agencies that we feel are relevant to individual children's needs to gain advice and support and when more specific teaching is required. This may involve support from a specialist teacher, Lancashire SEND Service as and when required, speech and language therapists, Portage and other support services.
- Other outside agencies we work with may include: Speech and Language therapy, Physiotherapy or Occupational Therapy, GP, Health Visitors, School Nurse, Paediatrician, Children and Family Wellbeing Service and Social Services.
- Please see our school SEN Information Report and Policy for additional information and procedures followed by school.

Equal opportunities

- All staff will ensure that all children have equality of opportunity.
- Children will be encouraged to enjoy contributions and experiences from different cultures and religions as well as their own and to respect similarities and differences.

Children's welfare

- At the end of the school day and end of each session in Nursery children are dismissed directly to a parent/carer. Any changes in the person collecting a child must be notified to the class teacher/child's keyworker.
- The schools health and safety policy will ensure the safety of pupils.
- The school's Behaviour Management Policy is to be read in conjunction with our EYFS Behaviour Management Policy.
- In Reception and Nursery accidents are recorded in the class accident book. Parents are informed and required to sign to say they have been informed of the accident when they collect their child. Head injury advice notes are sent home as required. Parents are also informed verbally via telephone communication of any head injury.
- Child protection procedures will be followed in line with the County Policy. The school will work closely with Education Welfare Officers and Social Services in monitoring any pupils at risk.

Partnership with parents

- At Bowerham Primary and Nursery School parents/carers are valued as their child's first educators. Practitioners will work in partnership with families at every opportunity.
- Parents/carers are welcome to discuss their child's progress at any mutually convenient time. The school has an open door policy for parents to discuss any concerns.
- Parent/Carers will have opportunities throughout the year to view records and discuss their child's progress. A written report will be made to share progress and next steps at end of each term.
- The school keeps parents fully involved and informed about their child's education; this is achieved through our EYFS communication diary, the school website, emails, via Parent App, online and through verbal communication on a daily basis.
- Parents complete an emergency contact form for all pupils, which include relevant medical, personal and social information and are continually updated throughout the academic year. Information is also updated once a year at the beginning of the Autumn term.

Admission procedures

- Our Nursery provision is registered to offer 56 places per session. We can take a maximum of 15 x 2 year olds in any session. In Nursery there are three main intakes of children - September, January and March (Easter). Prior to these intakes parents and children will be invited take part in our induction programme. Children are however accepted throughout the year dependant on available places and settling in arrangements are made for children to visit with their parent's prior to admission.
- Parents are welcome to apply for a place in our Nursery class once their child has reached his/her first/second birthday.
- Parents may take up their place in several ways- through receipt of government funding for 2 year olds or through payment for their 2 year old child to attend.
- Parents of 3 and 4 year old children are entitled to 15 hours universal entitlement per week the term after their third birthday. This entitlement may be taken flexibly over 5 mornings, 5 afternoons or by using the entitlement over 2.5 full days. Parents also have an option of paying for extra sessions over the 15 hours if they wish to do so. This is dependent on numbers on roll. Parents can now also apply for 30 hours extended care (made up of 15 hrs universal and 15hrs extended).

There is minimum requirement of three sessions (three hours is one session) to have a place in our nursery.

- Our procedure is to admit the children gradually into the Nursery to allow them to settle in and get used to their surroundings, routines and members of the EYFS team. We recognise

that all children will vary in how they settle into the routine of Nursery and therefore the settling in period will be different for each individual child.

- Children accepting a place at Bowerham Primary and Nursery School will be invited into the Reception class learning area during the summer term on several occasions prior to starting in September. Staff discuss and value pre-school key person information about individual children and with parents permission also make valued visits to the child's current preschool setting. Children joining our Reception class and not at our associated Nursery, will also be invited to take part in our induction programme.
- The parents of Reception class children are invited to a meeting in the May before their child starts school. Parents are given a brief explanation of what we do in their child's first year at school and are provided with information regarding uniform and general school routines.
- We intend to make the transition into school for our new children as easy and as gentle as possible. To facilitate this, during the first crucial weeks in September our children are admitted into school in stages.

Monitoring and evaluation

- The Early Years leader will be responsible for the day to day monitoring of the policy outcomes and will use this information to inform future action plans.
- Areas identified for development will be incorporated into the school's development plan in the form of specific action plans.
- The head teacher and the governors will ensure that the monitoring and evaluation are carried out.

Conclusion

This Policy has considered the implications of EYFS and should be read in conjunction with other EYFS and School Policies and procedures, including the Equal Opportunities Policy, Health and Safety Policies, Medication Policy, Special Educational Needs Policy, Behaviour Management Policy, Complaints Policy and Safeguarding Policies.