



# Colley Lane Primary Academy

*"Never settle for less than your best"*



**Subject: Early Years Foundation Stage Policy for Reception and Nursery**

**Issue Date: May 2023 (to be reviewed May 2024)**

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## Safeguarding Statement

At Colley Lane Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Colley Lane Primary Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

<b>Date of Ratification:</b>	<b>9<sup>th</sup> May 2023</b>	<b>Signed:</b>   <b>Mr Dominic Simpson (HEAD TEACHER)</b>   <b>Jane Price (CHAIR OF GOVERNORS)</b>
<b>To be reviewed:</b>	<b>May 2024</b>	<b>Signed:</b>  <b>Mr Dominic Simpson (HEAD TEACHER)</b>  <b>Jane Price (CHAIR OF GOVERNORS)</b>

## Overview

The Early Years Foundation Stage (EYFS) at Colley Lane Primary Academy applies to children from 3 years of age to the end of the reception year. We have a 90 place Nursery run on a sessional basis. We accept 15 hour and 30 hour funded 3 and 4 year olds and offer a variety of part time and full day sessions. In our school, Reception children join us at the beginning of the school year in which they are five (compulsory schooling begins at the start of the term after a child's fifth birthday). Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right and in preparing children for later schooling. The EYFS sets out what is expected of most children by the end of the Foundation Stage.

At Colley Lane Primary Academy, 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, carers and others to meet their needs and to help every child reach their full potential.

As outlined in the EYFS framework *“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 experience between birth and age five has a major impact on their future life chances”*.

## 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 basis for this 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/carers 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.

## Home Visits

- Prior to any child being welcomed into our setting the first point of contact will be made with both parents/carers and child, in the home.
- A home visit will be made shortly before the child is due to start Nursery or reception. Two staff will make the visit.
- The visit will give the staff the opportunity to meet both the parents/carers in familiar and secure surroundings.
- If a home visit is not possible, arrangements will be made for the family to meet in school.
- Meetings will be used, not only to know the parent and child, but additionally to explain routines, times etc and to answer any questions that may be asked of the setting. They will enable staff to interact with the child and provide him/her with a reference point for the formal start of their provision in Nursery or Reception.
- Meetings will give the opportunity for both parents/carers and school to discuss mutual expectations or support that may be offered.
- There will be an opportunity for a visit to the setting, with the child, on transition days.

## Parental Involvement

Parental involvement is part of the partnership in which our early years are based. Parents/carers can be involved in a variety of ways.

- Parents/carers are encouraged to leave their child for settling in sessions for short periods of time during the transition programme in Nursery and Reception.
- We will offer workshops and parent /carer events throughout the academic year which will support the children's learning and provide opportunities for parental involvement.
- We use Class Dojo to share children's learning at school and parents/carers are encouraged to add their own photos of activities they undertake outside school.

## Children

Children in Nursery and Reception will be supported by a teacher, teaching assistant and at some point by student teachers.

Within the foundation stage, children will encounter new experiences in order to extend their skills, develop their confidence and build on what they already know. Children will be encouraged to deepen their understanding by playing, observing, talking, planning, questioning, experimenting, respecting, reflecting and responding to adults and each other. Play will be a key factor in their daily activities, well planned continuous provision enables the children to learn with enjoyment and challenge throughout the foundation stage.

### Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observations 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 seven areas of learning and development are important and interconnected. These three are the prime areas of learning.

- Communication and Language
- Physical Development
- Personal, Social and Emotional Learning

Children are also supported through the four specific areas, through 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 first hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we plan activities based around different topics and try to include the children's interests. Practitioners working with the youngest children in Nursery 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 are reflecting upon the skill all children need to develop and learn effectively to become ready for school. The balance will shift towards more equal focus on all areas of learning as the children move through the Early Years at Colley Lane Primary Academy and grow in confidence.

Children have whole group and small group times which increase as they progress through the EYFS, with times for a daily phonics session using Little Wandle and teaching aspects of mathematics and literacy using Maths Mastery and Write Stuff approaches

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, early year's practitioners interact to question and challenge children further.

By the end of the Foundation Stage, we expect children to be within the expected level of development by achieving GLD "Good Level of Development."

### 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 in a variety of ways and are stored in children's learning journeys. Everyone is encouraged to contribute and regular discussion takes place with staff and parents/carers. Significant observations of children's achievements are collated in their own personal learning journey.

Staff take part in termly moderation sessions to ensure judgements across EYFS are fair, accurate and consistent.

### 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 the right choices and assess risks. Children in EYFS are encouraged to help, manage and assess their own risks. This is achieved through discussions particularly when in the outdoor area and in Reception children's forest school sessions. We adhere to the school and Trust policies, procedures and documents in place to ensure children's safety.

We have a password system to ensure children are released to the right parents/carers at home time.

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

### Inclusion

We value all our children as individuals 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 support 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 support that they need and in doing so, work closely with parents/carers and outside agencies.

### Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish partnerships with those involved with the child. Children attend introductory sessions to Nursery and Reception to develop familiarity with the practitioners and the setting.

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 and appropriate curriculum that will meet the needs of all children.

The Year 1 timetable in the autumn term is very similar to that in Reception to allow for a smooth transition. There is also allocated objective led continuous provision in Year 1 to help children to continue to learn and grow.

Throughout the year when children across the EYFS take part in child initiated learning, they can choose to play across all classrooms in the EYFS to help them become more familiar with the different learning environments.

Reception parents are encouraged to attend an induction morning or afternoon. During this time, parents/carers will hear all the information they need to know, while their child will meet their teacher.