

Henry Bradley Nursery & Infant School Early Years Policy

Version	Last Changed	Last Changed by ...
1	14/02/2014	Headteacher
2	16/04/2016	Clare Burns/Cliff Hadley
3	16/1/2019	Andrea Callaghan
4	18/03/2019	Cliff Hadley
5	10/6/20	

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

Aim

At Henry Bradley Nursery and Infants School, we aim to provide the highest quality care and education for all our children, 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 reach their full potential.

As outlined in the EYFS '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 five have a major impact on their future life chances.

The following documents should be read in conjunction with this policy:

- Admissions Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Teaching and Learning Policy
- Rewards and Sanctions Policy
- Health and Self-Care Policy
- School Brochures

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

1. Every child is a **UNIQUE** child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **POSITIVE RELATIONSHIPS**.

3. Children learn and develop well in **ENABLING ENVIRONMENTS**, in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents and/or carers.
4. Children develop and **LEARN in DIFFERENT WAYS and at DIFFERENT RATES**.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the 7 areas of learning, using play as 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.
- Provide a secure and safe learning environment, indoors and out.

Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum, based upon observation of our 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 at the end of Reception. All **seven** areas of learning and development are important and inter-connected.

The **three prime** areas are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

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

The **four specific areas** are:

1. Literacy (reading & writing)
2. Mathematics (number & shape, space and measures)
3. Understanding the World
4. 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.

Planning for learning

As a staff team, we write continuous provision and medium term plans using the EYFS. The plans are based upon a series of topics or themes and the children's interests, offering experiences in all 7 areas of learning. (Please see our plans for more details). These plans then inform our weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Practitioners working in Nursery will focus strongly on the three prime areas. The three prime areas reflect the key skills and capacities that all children need to develop and learn effectively, and become ready for school. As the children move through Early Years, the balance will shift towards a more equal focus on all learning areas.

Children have whole group and small group teaching times, which increase in number as they go through the EYFS. These sessions teach aspects of Literacy and Numeracy.

Nursery children have a discreet phonics session each day based on Letters and Sounds which is taught through the provision or as a small focused group. Reception children have a daily phonics session taught in small groups of similar ability.

Our curriculum is developed 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, Early Years Practitioners interact to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practise.

We create a stimulating environment which allows children free-flow between inside and outside for timetabled sections of the school day.

Observation and Assessment

As part of our daily practise, we observe and assess children's development and learning, which in turn informs our teaching (often in the moment). With more formal learning (such as writing in books) we follow the whole school feedback and marking policy. For instance when assessing / marking writing, we use codes H (high), M (medium) and I (independent). The whole team contributes to collecting learning evidence and deciding on a child's next learning steps. Significant observations of a child's achievements are kept in their 'Learning Journey'. This is currently in the format of a book. However this is under review and we are evaluating and looking towards moving to an online version in the forthcoming academic year. At the moment we record our observations in a variety of ways such as using post it notes, photographs for example. These are shared with Reception parents during regular reading mornings and are available daily in Nursery. These ongoing observations are used to inform the 'development matters bands'. The child's attainment is

reviewed 4 times per year, and progress is reviewed 3 times per year. Their achievement and progress is regularly discussed with parents.

In both Nursery and Reception, a formal parents evening is held in the Autumn and Spring terms to talk about attainment and progress. A formal report is provided to parents in the final term. In Reception this has information about the children's achievement with regards to the Early Learning Goals and their Characteristics of Learning. In Nursery it is a brief summary. In both Nursery and Reception, there are also at least 3 informal open afternoons for parents to discuss their child's progress.

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 the provision of a nutritious snack, 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 in order to achieve or even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial to enabling us to give the child the support that they need. In doing so, we work closely with parents and outside agencies.

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. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

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 draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the children's needs and establish effective partnerships with those involved with the child (e.g. other schools, nurseries or child-minders).

Children attend introductory sessions to both nursery and reception to develop familiarity with the setting and practitioners.

Nursery home visits are organised to get a thorough understanding of children's interests and to begin to build relationships with children and parents/carers. The children in Nursery have a staggered start date. Reception children start full time in September.

During the final term of Reception, the Reception and Year 1 teacher liaise to discuss the individual children, their needs and analyse the assessment data to inform future planning for the child.