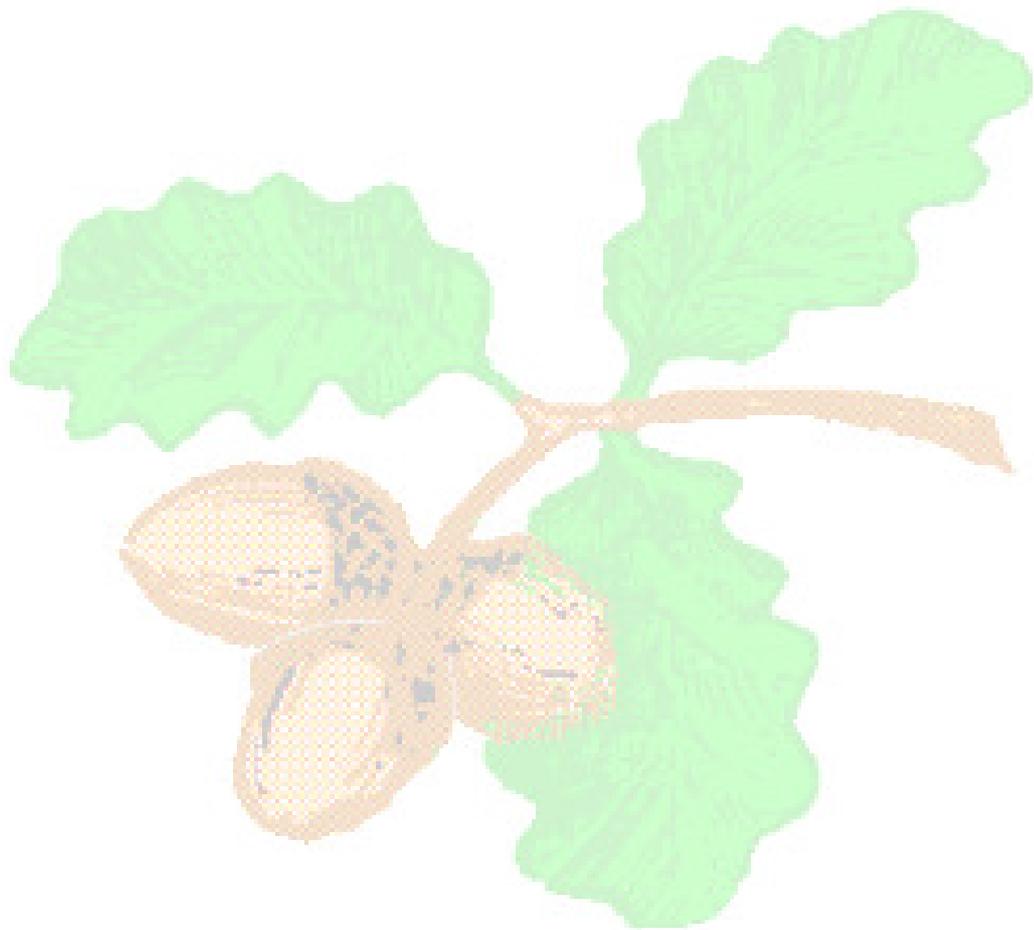


**Churchfields Infants' School,
Nursery Unit
& Language Facility**



**Early Years
Foundation Stage
Policy**

Churchfields Infants' School, Nursery Unit and Language Facility

Early Years Foundation Stage Policy

Churchfields Infants' School May 2016

'Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play that is guided by adults.'
(Statutory Framework for the Early Years Foundation Stage 2012)

Curriculum

At Churchfields we use the Early Years Foundation Stage Framework to support our planning.

Meeting the individual needs of all children lies at the heart of the EYFS. A broad and balanced curriculum is planned to meet these needs and develop a love of learning within children; enabling them to have the best possible start in life.

The EYFS Curriculum is divided into 7 areas:

3 Prime Areas:

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

4 Specific Areas:

- Literacy,
- Mathematics,
- Understanding the World and
- Expressive Arts and Design.

Activities to support these areas may be:

- **Child initiated**; where the child makes the choices from within the learning environment to meet his/her own outcomes for learning. Skilful adult interaction supports and extends the play to allow the child to make progress.
- **Adult initiated**; experiences where the practitioner provides the resources to stimulate and consolidate learning.
- **Adult directed**; experiences which are planned and supported by an adult and which aim to meet specific learning outcomes.

Personal, Social and Emotional Development

Making Relationships, Self-confidence and Self-Awareness and Managing Feelings and Behaviour

Moving through Nursery and Reception children should:

- Be interested in others' play and starting to join in
- Express own preferences and interests
- Respond to the feelings and wishes of others
- Demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults
- Enjoy the responsibility of carrying out small tasks
- Be able to adapt behaviour to different events, social situations and changes in routine
- Take steps to resolve conflicts with other children
- Be confident to speak to others about needs, wants, interests and opinions
- Be aware of the boundaries set, and of behavioural expectations in the setting

Communication and Language

Listening and Attention, Understanding and Speaking

Moving through Nursery and Reception children should:

- Listen with interest at story times
- Develop understanding of simple concepts
- Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts
- Listen to others in small groups
- Respond to simple instructions
- Question why things happen and give explanations
- Maintain attention, concentrate and sit quietly during appropriate activity
- Listen and respond to other's conversation
- Use talk to organize, sequence and clarify thinking, ideas, feelings and events

3

Physical Development

Moving and Handling and Health and Self-Care

Moving through Nursery and Reception children should:

- Run safely on whole foot
- Begin to be independent in their self-care
- Move freely with pleasure and confidence
- Understand that tools and equipment need to be used safely
- Show a preference for a dominant hand

- Understand the need to eat a range of healthy foodstuffs and the variety in food

Literacy

Reading and Writing

Moving through Nursery and Reception children should:

- Have some favourite stories, rhymes, songs, poems or jingles
- Distinguish between the different marks that they make
- Listen to stories with increasing attention and recall
- Link sounds to letters and use these to read and spell words phonetically
- Write their own name and other things such as labels and captions
- Use letter like shapes before forming letters correctly and use these to make attempts at writing
- Recognise High Frequency words and begin to spell them correctly
- Write simple sentences using capital letters and full stops.

Mathematics

Numbers and Shape, Space and Measures

4

There is an emphasis on practical first-hand experiences to help children develop mathematical concepts and language.

Moving through Nursery and Reception children should:

- Recite some number names in sequence
- Begin to represent numbers using fingers, marks on paper or pictures
- Count objects to 10 and begin to count beyond 10,
- Begin to use the language of measurement
- Show awareness of shapes in the environment
- Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes
- Recognise and correctly form numerals to 20
- Add and subtract numbers and begin to record in ways that they can interpret
- Use positional language in everyday conversation

Understanding the World

People and Communities, The World, Technology

Moving through Nursery and Reception children should:

- Have a sense of own immediate family and relations
- Notice detailed features of objects in their environment
- Operate mechanical toys

- Know some things that make them unique and be able to talk about some of the similarities and differences in relation to friends or family
- Talk about why things happen and how things work
- Know that information can be retrieved from computers
- Complete a simple program on a computer

Expressive Arts and Design

Exploring and using Media and Materials and Being Imaginative

Moving through Nursery and Reception children should:

- Join in singing favourite songs
- Begin to make-believe by pretending
- Explore colour and how colour can be changed
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials
- Begin to build up a repertoire of songs and dances
- Create simple representations of events, people and objects

Aims

We recognise each pupil as a **unique child** who reaches out to relate to people and things; demonstrating the **Characteristics of Effective Learning**. These characteristics run through all areas of learning and are as follows:

- Playing and exploring – engagement with their environment through finding out and exploring; playing with what they know; being willing to ‘have a go’
- Active learning – motivation, demonstrated through being involved and concentrating; keeping trying; ‘enjoying achieving what they set out to do’
- Creating and thinking critically – thinking, characterised by having their own ideas; making links; choosing ways to do things

In the EYFS we provide a range of activities and experiences that support children’s all-round development and allow them to explore and take risks. Opportunities for outdoor learning are essential and children in the EYFS can move freely between the indoor and outdoor environments.

Equal Opportunities and Inclusion

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children, irrespective of ability, gender, race or religion.

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Teachers

should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

Special Educational Needs and Disabilities (SEND)

A wide range of pupils have SEND. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full curriculum. The [Special Educational Needs and Disability Code of Practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability Code of Practice to be clear about what should be done to meet their pupils' needs, in teaching, learning and assessment.

English as an Additional Language (EAL)

All staff must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the EYFS curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take an active part in the EYFS curriculum.

Assessment

We recognise that children progress at different rates, and therefore each individual's achievements will vary. However, the Early Learning Goals establish expectations for most children to realise by the end of the Early Years Foundation Stage (EYFS). At this time some children will be working towards meeting the goals ('Emerging'), most will have securely met the goals ('Expected') and some will have gone beyond ('Exceeding'). We believe that the curriculum we offer in the EYFS is broad and balanced and allows for a smooth transition into the next stage, Key Stage One and the National Curriculum.

At the end of Reception, children are deemed to have achieved a Good Level of Development (GLD) if they meet the expected standard in all prime areas (PSED, Physical Development and Communication and Language) as well as Literacy and Mathematics.

Children are monitored throughout the EYFS. Teachers carry out activities that allow them to judge where a child is against the Foundation Stage Profile. On entry to Reception, this data is used as the baseline data for the school. At the end of Reception children are assessed against the Early Learning Goals (ELG). This information is then passed on to form the starting points for KS1. It also forms part of the children's annual report.

Staff gather information about children's achievements in many ways. Observations are made at regular intervals and information is gained in adult directed activities. All children have a portfolio of evidence created using the 2Simple 2BuildaProfile program, which contains records of achievements. The reports created on this are shared amongst practitioners and also sent to parents at intervals across the year.

Transition

Links are made with Pre-school settings to enable children to transition to a new setting (either Nursery or Reception) as smoothly as possible.

Transition into Nursery: Parents are invited to visit the setting with their child and a transition schedule is arranged before starting. Visits are made to homes before children start in Nursery by a member of the nursery staff.

Transition into Reception: Some children move to Reception from Churchfields Nursery. In this case, they will visit their new setting with staff in the summer term. When children transition from another setting, they will be invited to visit the setting with their parents as well and/or pre-school key-worker. Visits are made to these children's homes by their new Reception teacher and Teaching Assistant. In all cases, parents are invited to attend a Reception Intake meeting where they will find out more about the school and be given advice on ways in which they can help to prepare their child for it. All children have a well-planned transition schedule to ensure that they become familiar with their new setting before starting full time.

Policy revised June 2016
Approved by Governors _____

