

# EYFS Policy



## Amington Heath Primary and Nursery School

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## Early Years Foundation Stage at Amington Heath Primary and Nursery School

*'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.'* DFE, 2021

At Amington Heath, the EYFS is made up of Little Learners (Nursery 1 - 2 year old setting), Nursery 2 (3/4 year old setting) and Reception. This policy is in reference to all three units including those that are governor run.

### Aims

This policy aims to ensure:

- That pupils access a broad and balanced curriculum that gives them a broad range of knowledge and skills needed for good progress throughout school and life afterwards.
- Quality and consistency in teaching and learning so that every child makes good progress from their starting points and no child gets left behind.
- Close partnership between parents/carers and practitioners
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- Curriculum fosters a love of learning and positive attitudes towards learning.

### Principles

At Amington Heath Primary and Nursery School, we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances. The statutory framework (2021) for the EYFS states four guiding principles which should shape practice in the early years. These include:

- 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 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.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with educational needs and disabilities (SEND).

(Statutory framework, March 2021)

### Structure of EYFS at Amington Heath Primary and Nursery School

The Early Years Foundation Stage applies to children from birth to the end of reception. Our EYFS accommodates, 2-4 year olds in a governor run nursery (Little Learners -N1- for 2 year olds and Nursery -N2- for 3 to 4 year olds) and Reception as part of the main school.

In order to ensure the safety and wellbeing of all children, we comply strictly to the early year's pupil staffing ratios. This means that we may decline children sessions if these ratios will be exceeded.

In nursery 1 the maximum number of children per session is 20. This may be capped lower for certain sessions to comply with staffing ratios for 2 and 3 year olds.

In nursery 2 the maximum number of children per session is currently 34.

We will work with parents where possible to provide the sessions required.

Each setting has at least one member of staff with full paediatric first aid training.

To ensure best practice and continuity, our units work closely together to plan, moderate assessments and share an outdoor learning environment. Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn and create environments that provide continuous provision. Continuous provision starts in our youngest setting and feeds through all units where classrooms are set up with learning areas, enhancements and challenges.

However, we also utilise a wide range of teaching approaches to support every child's progress in their learning...

- adults modelling
- observing each other
- guided learning
- direct teaching

(Development Matters, DFE, Sept 2020)

## **Curriculum**

At Amington Heath Primary, we strive for a curriculum which is:

- ambitious for all pupils
- coherently planned and sequenced
- giving a foundation for future learning
- broad and balanced for all pupils

We define the purpose of our curriculum as the totality of a child's experience at Amington Heath Primary. This includes not only what but also *how* the child learns. A bespoke curriculum has been developed over time designed to engage pupils from the start of their education and meet the needs of our pupils. Pupils learn through a series of adventures which broaden pupils life experiences and exposes them to new ideas and interests. They also have the opportunity to craft their own learning through child-initiated adventures to deepen and explore their current interests further.

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

We use Development matters (DFE, 2021) as our educational programme as well as supplementary programmes to enhance provision, such as:

- Number blocks
- Technology (Appendix2)
- Snappy maths
- RWI
- Welcomm
- Dough Gym and Squiggle while you Wiggle.

Detailed plans ensure there is adequate coverage of the Early Years curriculum. At Amington Heath Primary, we further enrich our EYFS curriculum through trips, visitors and memorable experiences. As in line with Development Matters (DFE, 2021), the prime areas of learning are a main focus for development within both Nursery settings with a move towards the specific areas taking an increased focus in reception in order to support preparation for year1.

### **Planning**

The curriculum at Amington Heath Primary and Nursery School is devised to be engaging and meaningful to children. Learning is linked to their prior knowledge and builds on their learning in school and from home. Learning is taught through adventure topics, cross-curricular in nature and continuous provision so that pupils can apply their skills across their learning. Child-led learning also plays a key part in the EYFS Amington Heath curriculum so that they find out more about topics which really interest them. Learning and development is implemented through a mixture of whole class, adult led directed activities, group work, peer observations and child-initiated play. Continuous provision and adult led activities are carefully planned to offer children a wide range of first-hand experiences. Gaps in children's knowledge and understanding are addressed through next step planning to scaffold learning and challenge them in their areas of strength.

We reflect on the different ways that children learn and we support children in demonstrating the three characteristics of effective teaching and learning from the Statutory Framework for the Early Years Foundation Stage (2021), which are:

- Playing and exploring.
- Active learning.
- Creative and critical thinking

When working with our youngest children, and as part of our introduction to school, teachers focus strongly on children's development in the prime areas, which are the basis for successful learning in the other specific areas

Teachers complete Short Term, next step and Continuous Provision Planning. These plans include all areas of learning and are cross-curricular. Adult Led Activities are planned for by teachers and delivered in small groups by a teacher or teaching assistant. Adults will sometimes direct children to specific activities, which have been planned to address a gap, or further learning.

Teaching in Nursery 1 and 2 secure the prime areas of learning whilst also developing the relevant specific areas. In line with the Statutory Framework (2021), 'as children grow older and move into

reception, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.'

Teachers also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff and our SENCO considers whether specialist support is required, liaising with relevant services from other agencies, where appropriate.

### **Learning Journeys**

Evidencing children's learning within the EYFS is paramount to celebrate their achievements and support ongoing progress and assessment. At Amington Heath Primary and Nursery, we evidence learning through 'learning journeys'. These are a combination of observations through our electronic system and key pieces of independent work that show the next step in learning has been achieved. Observations are tracked to ensure a wide range of areas of learning as well as indoor and outdoor play are covered. These learning journeys reflect the child's ability at a point in time and illustrate the skills developed. Where possible, they always include child-speak to ensure the child's voice is encapsulated: regular opportunities are sought to ensure that the pupils voice is well represented throughout their learning journey. These are shared with parents regularly through parents evening and any contributions from home are regularly sought and valued.

### **Outdoor learning**

At Amington Heath, we place a high value on the benefits of outdoor play and run an all year, all weather outdoor learning provision which pupils always have access to. This has key areas built into it which cover the 17 areas of learning. Pupils are strongly encouraged to dress appropriately so that they can benefit from this. The area is shared by all three settings to support their social and emotional development.

Outdoor learning provides essential active learning experiences. It gives children opportunities to practise their developing skills, to explore their world and make them feel good. It is also important for children's physical and social development including their self-regulation. Children are provided with appropriate protective clothing and footwear. In line with the EYFS Framework, children are able to access the outdoor classroom in all weathers following a dynamic risk assessment. . In addition to this, pupils also have access to the wider school site including the playing field, playgrounds and forest area.

Forest schools is also embedded within the EYFS and more information on this can be found in the Forest School Handbook.

### **Enabling Environment**

At Amington Heath Primary and Nursery School, Early Years classrooms have a clearly defined learning environment designed to allow and encourage children to extend and deepen their understanding of the Early Years curriculum. The classroom is organised in such a way that equipment and resources are accessible and can be located and used independently by children. The environment should facilitate independence, curiosity and hands on play based learning.

The environment also refers to the outdoor classroom which is accessed as another area of provision throughout the day. We recognise the importance of outdoor learning and it is an essential element of our practice, used to lead and guide a child's learning journey alongside indoor opportunities. In

addition to this, pupils also have access to the wider school site including the playing field, playgrounds and forest area.

Teachers enhance continuous provision, both indoors and outdoors, with opportunities for exploring recent learning and practising new skills. High quality resources are used which promote a language-rich environment. Resources are organised in a way children are quick to understand and clearly labelled to promote both tidying and literacy skills.

### **Assessment**

At Amington Heath Primary and Nursery School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Assessment for learning is conducted through observation thus play and learning activities are adapted accordingly. Evidence of children's learning is built up throughout the year in the form of:

- Transition notes from previous settings
- Baseline assessment
- Photographs.
- Written 'NICE' observations.
- Work completed by pupils.
- Summative and formative assessments.
- Comments and evidence provided by parents/carers

Data drop points are termly to monitor trends and individual progress and identify children in need of additional intervention or are at risk of falling behind.

During the EYFS stage, pupils are assessed against development matters age bands and are assessed at emerging (starting to access) or expected.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- **Expected** - meeting expected levels of development
- **Expected** – exceeding expected levels of development

### **Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. Relationships between parents and staff are forged during the induction process (please see below) and the Early Years staff at Amington Heath Primary and Nursery endeavour to nurture these relationships throughout the school year. We do this through:

- Encouraging parents to talk to the child's teacher if there are any concerns and providing a safe and confidential environment where parents are able to discuss any worries.
- Holding two formal meetings for parents where the teacher and the parent discuss the child's progress in private. During these meetings, parents give written feedback about their child's learning and learning journeys,
- Asking parents to complete 'Wow star', 'all about me' and 'proud cloud'. Teachers direct parents to make observations from home from a particular area of learning. These are then added to the child's learning journey.

- Holding play and stay sessions. During the Autumn and Spring terms, Early Years parents are invited to attend a workshop to learn alongside their child.
- Invitations to events and activities throughout the year which bring together children, parents, the school and the wider community such as Science Week, school fayres, Sports' Day.
- Sending vocabulary homework, talking about pictures and reading books (including those from the library) and encouraging a dialogue in reading record books. In reception, an additional piece of home learning is also sent home.
- Parents receive a report on their child's attainment and progress termly.

### **Transition**

At Amington Heath Primary and Nursery, we want our children to experience a smooth educational and emotional transition from one year to the next. This will ensure that children make the best all round progress. We have transitions throughout our EYFS that we manage with care to eradicate anxiety. The first transition is the transition into setting, which is very often some children's first experience of any type of setting or school. Then we have the move into Nursery or Reception. For many this is a big jump from part time provision to full time schooling and needs careful consideration. The final transition is that from EYFS into Year 1.

For transitions into Nursery and Reception, parent meetings are held, children are invited in to play in their new environments where possible and a range of information is sent out families.

Parents are asked to ensure their child is 'school ready' by promoting independence, self-care, resilience, and social expectations such as sharing. Parents are asked to attend a parents' meeting before their child begins school or a home visit takes place. This is used as an opportunity to form a bond between school and home as well as a confidential moment for a parent to share any private information about their home life. We strive to know as much about each unique child as possible to ensure relationships can be formed as soon and possible and planning can be tailored to meet individual needs. Prior to starting at Amington Heath Primary and Nursery School, the class teacher makes contact with the current setting for each child. Where necessary, the class teacher and the SENCO will also make a visit to the setting.

Once the EYFS Profile has been completed for each child, Reception teachers will meet with Year 1 staff to discuss levels of development. Teachers engage in a professional dialogue about all areas of the EYFS curriculum and a child's skills and abilities in relation to the characteristics of effective learning. We recognise the potential trauma that can be caused moving to a new curriculum and plan so children enjoy the transition process and find it motivating and challenging. At the start of Year 1, activities and experiences will be planned based on the children's and cohorts needs to support active and independent learning.

### **Safeguarding procedures**

It is important to us that all children in the school are safe. Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. In addition to the safeguarding and welfare procedures outlined in our safeguarding policy, EYFS adhere to the safeguarding and welfare requirements detailed in the 2021 EYFS Statutory Guidance:

- Children enjoy daily fruit/bagel/milk and are encouraged to drink water throughout the day. These are healthy, balanced and nutritious.

- Free school lunch is available to children in Reception
- Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- All staff carry out dynamic risk assessments for activities and the environment, indoor and outdoor.
- There is trained Paediatric First aider in setting at all times. All accidents are recorded and parents are informed of any accidents.
- Level 2 safeguarding trained Nursery Manager
- Promote the good health, including the oral health, of children attending the setting.
- Implemented a policy and procedure for administering medicines.
- Fresh drinking water is always available.

### **Linked Policies**

- Nappy changing policy
- Nursery admissions and charging policy
- Safeguarding policy
- SEN policy and local offer
- Forest school policy/handbook
- Assessment policy
- Mobile phone policy
- Admissions policy



Appendix 1



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Dear Parents/Carers,

We are very excited to be welcoming your child into Little Learners/Nursery 2/Reception (delete as applicable). They will enjoy a broad and balanced curriculum which develops their curiosity and equips them with a love of learning.

In order to help your child settle and achieve their best, the staff within the setting will work to plan for their next steps in learning, celebrate their successes and build positive home/school partnerships. They will introduce your child to new experiences and topics while exploring further their own interests.

Your child's room lead/class teacher is \_\_\_\_\_.

This person has the overarching responsibility for the setting your child is in.

In addition to this, they have been allocated a key person. The role of a key person is to help ensure that your child's learning and care is tailored to meet their individual needs. They can help give you information on your child's progress and next steps in addition to the class teacher.

Your child's Key Person is \_\_\_\_\_.

However, we work extremely close within our settings and promote positive relationships with all staff. If you need any help or guidance, please speak to a staff member within the setting and they can support you further.

We look forward to a year full of fun and adventure!

Thank you for your continued support.

Kind Regards,

Miss C L Wetton

Deputy Head and EYFS Lead

## Appendix 2

### Technology Education Programme

| Age Band     | Objectives   |
|--------------|--|
| Birth to 3   | <ul style="list-style-type: none"> <li>• Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</li> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>➤ Use a torch, talking tin, mechanical toy, understand on and off switches.</li> </ul>  |
| 3 to 4       | <ul style="list-style-type: none"> <li>• Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>➤ Unlock an ipad, change the volume and select an app</li> <li>➤ Use the interactive board to choose, manipulate and control games</li> <li>➤ Use the paint function on the IWB to make marks</li> <li>➤ What we do if something online makes us sad or angry</li> <li>➤ Observe the impact of programming a beebot.</li> </ul> |
| Reception    | <ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>➤ Use a range of interactive programmes on the board</li> <li>➤ To log in to an app using their password</li> <li>➤ To understand why we do not share passwords</li> </ul>  |
| Year 1 ready | <ul style="list-style-type: none"> <li>• Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>➤ Type their own name on a keyboard</li> <li>➤ What is personal information and why we do not share it</li> <li>➤ Use touch screen and a mouse to move a cursor</li> <li>➤ Programme a beebot to complete two expected moves.</li> </ul>   |