

**Grand Avenue Primary and Nursery School**

**A Policy for EYFS**

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## **EYFS vision statement**

At Grand Avenue Primary and Nursery School we are committed to giving our children the best possible start to their school life and strive to equip children with a love of learning and a natural curiosity, teaching them skills which ensure their well-being now and success in the future.

We pride ourselves on listening to children and those who care for them and using this information to personalise each child's learning in a safe and stimulating environment where children flourish.

Learning should be fun and we strongly believe in first hand learning and practical learning experiences, valuing the importance of the outdoor environment to develop children's thinking and problem solving skills.

Our policy for Early Years education is based on the following principles:

- A strong partnership between home and school.
- Responsible pedagogy enabling access to a rich learning environment based on the EYFS across the seven areas of learning.
- Using play as the vehicle for learning.
- The recognition that every child is a unique child who is constantly learning.
- In the Early Years, the child's own interests and their developmental needs are of central importance. The starting point for a young child's learning is what he/she can already do, recognising that children develop at different rates.
- All aspects of a child's development are considered equally important. (The Early Years Foundation Stage Profile provides the basis of our planning, assessment and interventions).
- The role of the adult is seen as crucial in the Early Years.
- Self-motivation and independence are actively encouraged, as are self discipline, respect for others and positive self-esteem. (These are linked to the whole school code of conduct , known as the GRAND rules)
- Reading and language is at the heart of our curriculum

### Learning through play

We provide an exciting and challenging curriculum based on the children's needs and interests.

We aim to provide a variety of opportunities for, child-initiated and adult-initiated activities by:

- Providing materials, situations and experiences that will stimulate children's curiosity and enthusiasm for learning.
- Involving children in their learning by following their interests and providing rich, meaningful first-hand experiences
- Creating an atmosphere in which each child is able to proceed at his/her own pace.
- Making provision for different types of learning through play, both indoor and outdoor.
- Using observation to enable the adult to support, consolidate and extend a child's thinking.
- Actively promoting the value of learning through play amongst parents, children and staff.

### The Early Years Curriculum

In Nursery and Reception the curriculum is divided into seven different 'Areas of Learning'. There are three **prime** Areas of Learning:

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

In addition, there are four **specific** Areas of Learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

This enables every child to experience all the necessary areas of learning at a level best suited to his/her developmental needs.

### Characteristics of Effective Learning

The ways in which the child engages with other people and the environment - playing and exploring, active learning, creating and thinking critically – underpin learning and development across all areas and support the child in continuing to be an effective and motivated learner.

### The Early Years Leader will:

- Create, review and monitor the Early Years policy, especially with regard to national and local agendas.
- Keep up to date with current developments and initiatives and advise staff
- Support Foundation Stage staff in planning the curriculum
- Keep governors informed regarding EYFS provision
- Meet with the named governor for Foundation Stage at least once a year
- Attend relevant courses and report back as appropriate
- Organise and lead regular meetings with all EYFS staff
- Track and analyse data
- Order, organise and monitor resources

### The class teacher will:

- Plan the curriculum for indoor and outdoor activities
- Manage the support staff within the classroom
- Assess and record the progress of the children on agreed proforma ie, SIMS and learning journal
- Moderate assessments internally and within the borough at regular intervals throughout the school year to ensure accurate judgements
- Report to parents on the progress and achievements of the children
- Communicate any concerns to parents
- Maintain an attractive and stimulating environment for learning including displays
- Alert the SENCo regarding any concerns about individual children

### The Governors will:

- Become familiar with the key issues surrounding Foundation Stage provision
- Support the implementation of the policy
- Observe the Foundation Stage children in school
- Ensure budgetary provision
- Meet with the Early Years coordinator at least once a year

### Entry to Nursery

The transition from home or setting to school is an important and challenging step for both children and parents. We hope to ease the process in the following ways:

- A 'New Entrants' evening for the parents in the term before their child starts school.
- An opportunity for children to visit their new class during school time with their parents.
- An optional home visit by the child's teacher and teaching assistant prior to starting.
- Staggered entry in the first weeks of term enabling each child to receive special attention.

### Preparation for Reception

- PE lessons take place in the hall
- The outside classroom is used by both year groups
- Reception class teachers work alongside Nursery children during the Summer Term
- Regular visits are made by the Nursery children to their new classrooms during the Summer Term e.g. for story swap sessions afternoon visits
- The role play area becomes a classroom

### Induction to Reception

- Home visits for children who join Grand Avenue from other settings
- Clear routines established within the classroom
- Reception children have a staggered start, joining school for the morning sessions only, then lunchtimes (with Reception staff sharing lunch with them and being in duty during the break time) and finally full days
- Reception teachers accompany the children to lunch and into the playground during the lunchbreak for the first few days and at least one member of the Reception staff is always with the children in the lunch hall or outside in the playground throughout the year
- Reception children attend KS1 assemblies gradually as the year progresses, for example, to watch class assemblies

### Home School Links

We believe that a strong partnership between parents and teachers is vital and we aim to do this in a number of ways.

- We operate an 'open door' policy towards parental contact.
- Formal parent evenings with individual appointments for each child twice a year
- A comprehensive written Record of Achievement sent home in July .
- A termly curriculum newsletter is sent home providing information on topics to be taught and routines of the day.
- A noticeboard is in the entrance to the nursery informing parents of half-termly and weekly plans, letters sent out, events etc.

- A weekly information sheet sent home via email and placed on window/noticeboard for parents and carers.
- Regular open afternoons in which parents share their children's Learning Journals or classroom activities with them
- Reading books are sent home regularly.
- Inviting parents to help in class
- Parents encouraged to record events and experiences in the learning journal through WOW moments
- Home learning journals sent home every holiday with challenges for the children to try and record in their home learning journal. These are then shared with the class after the holiday.

### Assessment

On-going assessment aids planning and progress.

Learning journals are regularly updated to build a picture of each child's achievements across the curriculum

Observations of individual children's progress in all areas of learning are recorded

The SIMS system is used to record and track the progress of the children at half-termly intervals.

At the end of the Reception year teachers then use this information and their own observations and assessments to make a 'best fit' judgement against the seventeen Early Learning Goals. Children are judged to be either 'emerging', 'expected' or 'exceeding'.

A written description of how the child demonstrates the Characteristics of Effective Learning is included in the child's Record of Achievement.

### Equal Opportunities

The Early Years team is committed to the principles and aims in this document, all children are given equality of opportunity regardless of ethnicity, culture, gender or ability ensuring that the youngest children at Grand Avenue will have the best possible start to their school life.